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ABSTRACT

This annotated bibliography provides a comprehensive listing of adult education research and investigation materials that were entered into the ERIC system during the period 1976-78. Containing 1,014 entries, the bibliography covers adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Subject and author indexes are provided. (CT)

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ED179761

Information Series No. 169

RESEARCH AND INVESTIGATION IN ADULT EDUCATION: 1976 - 1978 REGISTER

Edited by

Thomas J. Sork
University of Nebraska
Lincoln

With the assistance of

Richard J. McCallum
and
Ruth Morton

The ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1979

CE 023 464

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to persons conducting or analyzing research on factors associated with adult learning and the education of adults.

The profession is indebted to Thomas J. Sork for his scholarship in the preparation of this paper. Recognition also is due Richard J. McCallum and Ruth Morton of the University of Nebraska - Lincoln, who assisted Professor Sork in compiling the abstracts. J. Nevin Robbins, Assistant Director for Adult Education and Robert D. Bhaerman, Assistant Director for Career Education at the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development. Cathy Thompson, Elizabeth Cheney, Elizabeth Caputo, and Judy Wagner assisted in the editing and production of the manuscript.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ABSTRACT

This annotated bibliography provides a comprehensive listing of adult education research and investigation materials that were entered into the ERIC system during the period 1976-78. Containing 1,014 entries, the bibliography covers adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Subject and author indexes are provided. (CT)

DESC::*Adult Education; *Adult Learning; *Program Planning; Program Administration; Teaching Methods; *Instructional Materials; Instructional Aids; Personnel; *Program Content; *Professional Continuing Education; Technical Education; Management Development; Supervisory Training; Labor Education; Vocational Education; Annotated Bibliographies; Learning Characteristics; Perspective Taking; Global Approach

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PREFACE

This is the twentieth compilation of research and investigation in adult education. From 1955 through 1972,these compilations were published annually either in the journal, Adult Education, (1955 to 1967) or as separate publications (1968 to 1972). In 1975, a register was published which included abstracts of 787 studies reported during the three-year period, 1973 to 1975. Beginning in 1972, most doctoral dissertations were no longer included in the compilations due to economic considerations and the fact that the Adult Education Association was publishing a separate volume of dissertation abstracts.

This volume, containing 1014 entries, follows the general pattern of previous editions. It should be noted that all entries were identified through the ERIC (Educational Resources Information Center) system and are indexed either in Resources in Education (RIE) or Current Index to Journals in Education (CIJE). The amount of adult education research reported in other data bases (e.g., Sociological Abstracts, Psychological Abstracts, Social Scisearch, National Technical Information Service) was not included in this volume.

Unlike previous editions, this register contains the complete ERIC entry for each article or document, including the descriptor field. This feature facilitates the design of topic-specific search strategies of the entire ERIC collection. Consult the current edition of the Thesaurus of ERIC Descriptors (available in most university libraries) for a listing of subject index terms and information on their use in searching the ERIC system.

The purpose of this publication is to provide a comprehensive listing of research and investigation in adult education indexed in the ERIC system during the period 1976-78. To fulfill this purpose, a general search strategy was formulated and tested in December, 1978. After this test, additional descriptors were added to the strategy and the computer search was conducted on February 14, 1979. Included in the search were document accession numbers ED 110595 (January, 1976) through ED 157987 (December, 1978) and journal annotation numbers EJ 121927 (January, 1976) through EJ 186217 (December, 1978).

The ERIC data base is made up of descriptive and indexing information on education-related journal articles and primarily unpublished project descriptions, research reports, monographs, conference proceedings, evaluation studies, and other types of printed materials. All articles and documents are indexed according to their principal topics. Ten to twenty "ERIC descriptors" (subject index terms) are used to characterize the content of the materials. A computer was used to search through the over 100,000 data base entries from all areas of education during the 1976-78 time period.

The computer identified all articles or documents that had been indexed by subject with combinations of descriptors denoting both (a) adult education or adults and (b) research or evaluation studies. In the search, forty-four descriptors indicated topics on adult education or adults, seventy indicated topics on research activities, and eleven indicated topics on evaluation activities. These 125 descriptors are presented below:

ADULT EDUCATION OR ADULTS

adult basic education
adult characteristics
adult counseling
adult day care
adult development
adult dropouts
adult education
adult education programs
adult educators
adult farmer education
adult leaders
adult learning
adult literacy
adult programs
adult reading programs
adult students
adult vocational education
adults
alumni education
career education
community development
community education
community services
comparative education
consumer education
continuous learning
correctional education
educational alternatives
educational gerontology
extension education
illiterate adults
international education
literacy education
migrant adult education
non-formal education
older adults
parent education
parent workshops
professional continuing education
public school adult education
university extension
veterans education
womens education
young adults

EVALUATION ACTIVITIES

course evaluation
curriculum evaluation
evaluation criteria
evaluation methods
evaluation needs
faculty evaluation
formative evaluation
peer evaluation
program evaluation
student evaluation
teacher evaluation

RESEARCH ACTIVITIES

action research
attrition (research studies)
basic research
behavioral science research
case studies
classroom research
community study
comparative analysis
creativity research
curriculum research
data
data analysis
data bases
data collection
data processing
data processing occupations
data sheets
deaf research
dropout research
economic research
educational assessment
educational research
environmental research
facility utilization research
institutional research
interest research
investigations
language research
library research
media research
medical research
methods research
national surveys
needs assessment
operations research
personnel data
poverty research
questionnaires
reading research
reliability
research
research and development centers
research and instruction units
research apprenticeships
research committees
research coordinating units
research design
research directors
research libraries
research methodology
research needs
research opportunities
research problems
research projects
research proposals
research reviews (publications)
research skills
research tools
research utilization
scientific research
social science research
state surveys
statistical data
statistical surveys
student research
surveys
tables (data)
television research
textbook research
validity

A universe of 3403 specific documents and/or articles was identified as a result of the computer search. All abstracts were reviewed by three independent judges -- the editor and two doctoral students in adult education. Items judged appropriate by all three individuals were automatically included in the register. Those judged appropriate by two of the individuals were included at the discretion of the editor. Items were included in the register if they (1) were reports of research (e.g., empirical studies, conceptual and historical analyses), (2) appeared to contribute to the methodological base of the field (e.g., critical reviews of practice, certain needs assessment and evaluation studies, or (3) provided data helpful in understanding the nature of the field (e.g., case studies, participation data, some program descriptions). These categories are clearly not mutually exclusive. The editor sought to error on the side of commission rather than omission. Items were generally excluded if they (1) lacked an abstract, (2) were published prior to 1974, or (3) were not readily available through the ERIC Document Reproduction Service (EDRS), Article Copy Service of University Microfilms International, or other reliable sources.

Entries are classified, as in previous registers, by categories used to sort documents at the former ERIC Clearinghouse on Adult Education. Each section of this classification is identified by a four-digit number. Each document or journal article entry is also identified by a sequential item number which is used to locate items by author. An author index and guide to related classifications conclude the volume to aid in locating items of interest.

The original text of many documents with "ED" numbers can be obtained in either microfiche or hard copy (paper) form through the ERIC Document Reproduction Service. For instructions on how to obtain those copies, refer to the ERIC order blank on the last page of this volume or write:

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P. O. Box 190
Arlington, Virginia 22210

Please note that the cost of reproduction may have increased since the materials were first announced. Copies of many of the journal articles identified with "EJ" numbers and carrying the designation "(Reprint: UMI)" can be obtained through the CIJE Article Copy Service. Current prices for copies are $6.00 for those dated prior

to January, 1978, and $4.00 for those dated after. Orders must be prepaid by cash, credit card or deposit account and must indicate EJ number, author, title of article, name of journal, volume, issue number and date. Order from:

Article Copy Service - CIJE
UMI Article Reprint Department
300 North Zeeb Road
Ann Arbor, Michigan 48106

The editor would like to express his appreciation to Richard J. McCallum and Ruth Morton, doctoral students in the Department of Adult and Continuing Education, University of Nebraska, who assisted in the initial sorting of abstracts. Thanks are also extended to Dr. J. Nevin Robbins of the ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, who assisted in developing the computer search strategy and was responsible for the production phase of publication.

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ABSTRACTS

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0000 INFORMATION SOURCES

(1)
ED 152 984
Taylor, William H.
The Development of an Automated Data Base for Program Research and Evaluation in Continuing Education.
Pub Date Apr 78
Note—14p.; Presented at the Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education Programs, Data Analysis, *Data Bases, Data Collection, *Electronic Data Processing, Information Processing, *Information Systems, Participant Satisfaction, Post Secondary Education, Professional Continuing Education, *Program Evaluation, *Systems Development, Universities
The System for Program Information in Continuing Education (SPICE), an information system being implemented at The University of Calgary (Alberta, Canada), was designed to facilitate the collection, manipulation, and reporting of evaluative data from continuing education program participants. The objectives of the system include the following: to improve the quality of evaluative information collected through participant questionnaires; to provide a set of descriptive data elements which will be common to all continuing education offerings; and to retain information in a format and medium which will facilitate long-term comparative research and evaluation studies. There are four components to the system: a file of evaluation test items for questionnaire preparation; participant responses and other program data; data base of questionnaire and course information; and a capacity for generating three types of analytical reports. Diagrams of two subsystems, technical specifications, and a ten-step procedure for using SPICE are appended. (EM)

0005 Introductions, Texts, Handbooks

(2)
ED 119 978
A Four State Regional Institute for Selected Adult, Supplementary, and Vocational Education Directors and Coordinators. Adult Coordinators Handbook.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Teacher Education and Certification.; Office of Education (DHEW), Washington, D.C.
Pub Date 76
Note—130p.; Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrator Guides, Adult Education Programs, *Adult Vocational Education, Educational Needs, Educational Programs, *Needs Assessment, *Program Development, *Program Evaluation, *Program Improvement, Regional Planning, *Supplementary Education, Technical Education, Vocational Education
This handbook, the outcome of the Institute, gives abstracts of the major presentations by Institute contributors intended to be helpful to administrators of adult supplementary vocational-technical education programs in administering, evaluating, and improving such programs. Presentations cover the topics of: Full funding of education, needs assessment, vocational education staff development, resources and sources of curriculum development, adult supplementary programs evaluation, supportive services, and educational implications of the Comprehensive Education and Training Act (CETA). Questionnaires, diagrams, and other materials for use by administrators are also included. The appendix provides flow charts for organizing adult programs in the areas of administration, technical and industrial education, home economics health education, and business education; the Institute evaluator's report is also included. (SH)

(3)
ED 117 518
Escobar, Joanna Sculley Daugherty, John
An Administrator's Checklist. Book 1. Handbook for the ESL/ABE Administrator.
Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.
Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
Pub Date Jun 75
Note—18p.; For related documents, see CE 006 199-200
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—*Administrator Guides, *Adult Basic Education, *Check Lists, Educational Administration, Educational Philosophy, Educational Planning, Educational Programs, *English (Second Language), *Program Administration, Program Design, Program Development, Program Effectiveness, Program Evaluation
The manual provides a checklist for administrators responsible for developing, implementing, and evaluating an Adult English as a Second Language Program. The checklist consists of four sections: philosophy, administration and organization, program development and operation, and program impact. For each section there is a series of specific questions designed to examine the basic program component. For each question there is a series of points to be considered, each of which is formulated around determining the extent to which the program fulfills the basic component demands. (Author/JR)

(4)
ED 117 519
Escobar, Joanna Sculley Daugherty, John
A Manual for Developing and Implementing the ESL/ABE Program. Book 2. Handbook for the ESL/ABE Administrator.
Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.
Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
Pub Date Jun 75
Note—55p.; For related documents, see CE 006 198 and CE 006 200
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—*Administrator Guides, *Adult Basic Education, Educational Administration, Educational Finance, Educational Planning, Educational Programs, *English (Second Language), Manpower Development, *Program Administration, Program Design, *Program Development, Program Effectiveness, Program Evaluation, Program Planning, Records (Forms), Staff Improvement, Staff Utilization
The handbook provides for the administrator of Adult English as a Second Language Programs detailed information in the following areas of program design: program requirements and funding, program development, program implementation, staff development, and program evaluation. The discussion of each of these areas is subdivided topically and, where appropriate, provides supplementary records and forms useful in aiding program administration. (JR)

(5)
ED 146 341
Smith, G. Rogers
Meeting Making Manual.
New Mexico Regional Medical Program, Albuquerque.
Bureau No—NMRMP-TM-75-1
Pub Date 75
Note—170p.
Available from—New Mexico Regional Medical Program, 2701 Frontier Place, N.E., Albuquerque, New Mexico 87131 ($2.25)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, Equipment, Evaluation Methods, *Group Discussion, Human Relations, Institutes (Training Programs), Manuals, *Meetings, Objectives, *Planning, *Planning Meetings, Program Evaluation, Resource Materials, *Teaching Techniques

Resources for planning adult education events are provided in this manual. Four major sections, with subdivisions, are presented: (1) Pre-meeting Preparation (the planning committee, goals and objectives, facilities and equipment, and leadership); (2) The Meeting (orientation and opening, working toward the objectives, people factors, and closing); (3) After the Meeting (evaluation); and (4) References and Resources (bibliography and addendum, publishers, simulations, media, personnel resources, training programs, and training centers). The first two sections, covering methods and processes for planning and conducting a meeting, comprise a major portion (123 pages) of the manual. (BL)

(6)

ED 149 160

Handbook for Teachers of Adult Occupational Education.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 77

Note—104p.; Table on page 59 may reproduce poorly

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Educators, Adult Learning, *Adult Vocational Education, *Audiovisual Aids, Course Evaluation, Curriculum Planning, Noninstructional Responsibility, Post Secondary Education, Secondary Education, Self Evaluation, *Student Evaluation, Student Motivation, Student Needs, *Student Teacher Relationship, Teacher Evaluation, Teaching Guides, *Teaching Methods, *Teaching Skills, Test Construction, Vocational Education

This handbook is designed to assist occupationally skilled individuals to become competent instructors in their field. It covers topics intended to be of interest to new instructors during their first few weeks of teaching. The content is in nine units. Unit 1 presents an overview of the occupational teacher's job and offers some general teaching suggestions. Unit 2 discusses factors affecting learning, needs of individuals, motivating students, and blocks to learning. Unit 3 describes various teaching methods (lecture, demonstration, discussion, questions and answers, role playing, project plus report, personal experience, field trip, and case study) and discusses how to select the proper techniques. Unit 4 covers types, classification, selection, use, and effectiveness of instructional aides, such as texts, chalkboard, flipchart, and handouts. In unit 5, quality control is discussed, including pre- and posttesting, designing tests, the merits of five different types of questions, and teacher self-evaluation. The development, format, and evaluation of a course of study is presented in unit 6. Unit 7 covers lesson plans, performance objectives, and the four steps of the instructional process (preparation, presentation, application, and evaluation). Unit 8 presents the management and noninstructional teacher responsibilities, such as recordkeeping (including inventory and safety survey), and lists questions to help the teacher evaluate his or her activities regarding four areas of noninstructional responsibilities. The final unit reviews what is expected of a teacher and the teacher's responsibilities in working with students. (EM)

(7)

ED 154 354

Adult Basic Education Handbook: A Resource for Administrators, Teachers and Counselors.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date 77

Note—280p.

Available from—Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204 ($19.75)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, *Adult Basic Education, Consumer Education, Educational Diagnosis, *Educational Resources, English (Second Language), *General Education, Guidance Services, Guides, *Instructional Materials, Mathematics, Reading Instruction, Reading Skills, Student Evaluation, Student Needs, *Teacher Role, *Teaching Techniques

Identifiers—*General Educational Development Tests

Designed for adult basic education staff members, this book provides general information about adult basic education and about teaching in an adult basic education setting. The first section is introductory; in the second, material is provided dealing with the administrator's role. The third section offers suggestions to teachers regarding their role, the special needs of adult basic education students, and methods for student diagnosis and counseling. A section on curriculum provides general information, sample materials for instruction and evaluation, and lists of resources relating to reading, mathematics, English as a second language, and consumer education. Suggestions are also given for preparing students for General Educational Development (G.E.D.) tests in literature, English and communication, science, and social studies. The final section of the book provides information on resources and instructional materials useful to adult basic education teachers. (GW)

0010
General Bibliographies

(8)

ED 118 831 95

Selected Bibliographic Survey of Resources for Community Services and Continuing Education.

Maryland Univ., College Park. Univ. Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—33p.; Prepared by the Division of Conferences and Institutes for the Maryland Community Services and Continuing Education Project

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Adult Education, *Bibliographies, *Community Development, *Community Services

Identifiers—*Community Services Continuing Education Project, Maryland

A bibliography of 114 books and 32 professional journals and periodicals found most useful to community services and continuing education (CS/CE) professionals working in higher education institutions in Maryland is presented. Books are listed alphabetically, and the subject category in which the contributor found the reference most useful is indicated. A summary grid identifies the books under 14 subject categories (administration/management, adult education methods, adult psychology/learning theory, community development services, current issues, evaluation, general adult education reference, group dynamics/leadership, organizational development, philosophy/history of adult and continuing education, professional and staff development, program development, research, and residential adult education). Persons contributing the reference materials are listed. It is stated that the bibliography will provide a valuable entry point into the literature relevant to the CS/CE field, but it is not meant to be exhaustive or comprehensive. (LH)

(9)

ED 133 575 08

Mayhew, Joel H., Comp. Stalvern, Anne E., Comp.

Adult Vocational Education. An Annotated Bibliography of Publications and Projects. Bibliography Series No. 30.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-105-596

Pub Date Oct 75

Note—24p.; Several pages may not reproduce well due to marginal legibility of original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Vocational Education, *Annotated Bibliographies, Disadvantaged Groups, Educational Research, Resource Guides

This annotated bibliography is designed to assist applicants for grants under part C of the Vocational Amendments Act of 1963 (Section 131a) by providing access to documents, journal articles, and current projects related to adult vocational education. The report literature and journal articles cited were found in a search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Citations are included for 28 documents, 9 journal articles, and 1 project. Also included are instructions for ordering the cited materials. (NJ)

0015
Major Subject Bibliographies

(10)

ED 117 444

Kulich, Jindra

Adult Education in Continental Europe. An Annotated Bibliography of English-Language Materials, 1970-1974.

British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario).; Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 75

Note—167p.

Available from—Centre for Continuing Education, University of British Columbia, Vancouver, Canada V6T 1W5 ($5.00), or: International Council for Adult Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 ($5.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage

Descriptors—Adult Basic Education, *Adult Education, *Annotated Bibliographies, Comparative Education, Educational History, Educational Legislation, Educational Radio, Educational Research, Educational Television, Financial Support, Folk Schools, *Foreign Countries, Libraries, Organizations (Groups), Periodicals, Post Secondary Education, School Systems, Secondary Education, Training, Vocational Education

Identifiers—Europe, European Countries

A listing of English-language sources available on adult education in Europe presents 556 items covering a period of five years and supplements the bibliography Adult Education in Continental Europe: An Annotated Bibliography of English-language Materials 1945-1969. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Countries include: Albania, Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Luxemburg, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, USSR, and Yugoslavia. Materials were selected using the broadest possible concept of adult education as a basis. They are divided into 20 main categories, then further subdivided, so that both broad categories (e.g., history of adult education) and specific areas (e.g., night schools) are included. The listing for each country is sub-divided into categories of the various institutions, methods and technicians, and subject matter, with each source listed in full at the main entry in the

major applicable sub-category and cross-referenced by number under any other applicable sub-category. Subject and author indexes, a list of periodicals searched, and a list of the 20 categories used throughout the bibliography are included. (Author/LH)

(11)

ED 119 006

Ohliger, John Gueulette, David

Media and Adult Learning: A Bibliography with Abstracts, Annotations, and Quotations.

Pub Date 75

Note—486p.

Available from—Garland Publishing, Inc., 545 Madison Avenue, New York, New York 10022 ($38.00)

Document Not Available from EDRS

Descriptors—*Adult Education, *Annotated Bibliographies, *Audiovisual Aids, *Educational Programs, Educational Television, *Instructional Media, Mass Media, Media Research

An annotated bibliography of recently published materials regarding media and adult education contains 1,661 items arranged under the following broad categories: (1) Issues in Media, (2) Media Types, (3) Program or Subject Area, and (4) General Combining Concepts. Items are further arranged into 59 clusters, which are labeled alphabetically, A-GGG. These cover specific topics, such as print materials, computers, aging, group discussion, etc. Each cluster heading lists item numbers of annotations dealing with the general theme, and specifies the number of "See Also" references. In the text, the first item under the cluster heading refers to related material in other sections. Each item heading lists cluster letters related to that particular item. The annotations specific to the item heading follow. A single term index and abbreviation key are provided. (LH)

(12)

ED 122 045 95

An Analysis of Selected Issues in Adult Education. Final Report. Volume III of III. Two Bibliographies.

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Feb 76

Contract—OEC-0-74-9348

Note—151p.; For Volumes I and II, see CE 006 886-887

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Abstracts, Administration, *Adult Education, *Annotated Bibliographies, Bibliographies, Continuous Learning, Educational Demand, Educational Finance, Educational Needs, Educational Policy, Educational Supply, *Federal Government, Federal Programs, *Government Role, *Literature Reviews, Needs Assessment, Policy, Policy Formation, Program Coordination, State of the Art Reviews

The document is an appendix to the final report of an analysis of selected issues in adult education; it comprises an annotated bibliography and a selective bibliography of references consulted in the study. Abstracted are 100 references that mention roles, policies, and/or strategies for Federal involvement in adult education. References directly addressing Federal policy questions include publications by national advisory councils mandated to speak to some form of adult education policy annually. Additional publications cited mention Federal roles while exploring roles for non-Federal involvement in adult education. The issues addressed are: reconceptualization of adult education; management of Federal adult education programs; and provision of resources to adult education. Some implicit policy trends noted in the references are: consensus that the Federal government should continue support for adult basic and adult secondary education while supporting and encouraging the lifelong learning movement; that current data are inadequate; that educational pluralism must be perpetuated; and that Federal programs need improved management and coordination. The selective bibliography of references consulted in the study includes Federal documents, from Congress, the executive branch, councils and national commissions; expert opinion in publications, unpublished materials, and book reviews; and interest groups, State publications, general literature, and bibliographies consulted. (Author/AJ)

(13)

ED 124 171

Michael, Mary Ellen

Continuing Professional Education in Librarianship and Other Fields: A Classified and Annotated Bibliography, 1965-1974.

Pub Date 75

Note—211p.; Garland Reference Library of the Humanities Volume 16

Available from—Garland Publishing, Inc., 545 Madison Avenue, New York, N.Y. 10022 ($20.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, Information Centers, Information Scientists, Inservice Programs, *Librarians, *Library Education, Library Research, Library Science, Literature Reviews, *Professional Continuing Education, Professional Education, Professional Personnel, Research Reviews (Publications)

This bibliography represents a literature survey in continuing professional education for librarianship covering the decade from 1965 to 1975. Parts I and II cover continuing education in librarianship and each is subdivided into a section on theory and philosophy and a section on in-service training programs. Part I documents monographs, articles, and reports written in the United States. Part II features items relating to other countries. The writings in Part III are representative examples of philosophy and theory of continuing professional education in other fields. All annotated citations refer to items held by the University of Illinois Library, Urbana-Champaign. ED numbers are given for items available through the Educational Resources Information Center (ERIC). (CH)

(14)

ED 125 445

Moore, Margaret L., Ed. And Others

Clinical Education in the Health Professions: An Annotated Bibliography.

American Physical Therapy Association, New York, N.Y.

Pub Date 76

Note—275p.

Available from—Section for Education, American Physical Therapy Association, 1156 15th Street, N.W., Washington, D.C. 20005

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Adult Education, *Bibliographies, Career Opportunities, *Clinical Experience, Clinical Professors, Community Health Services, Continuous Learning, Costs, Curriculum, Educational Assessment, Educational Finance, *Health Occupations Education, *Health Personnel, *Higher Education, Manpower Utilization, *Medical Education, Site Selection, Student Placement

The content of this bibliography is drawn from a broad range of health and education literature. The sole criterion for inclusion was the applicability of the subject material, directly or indirectly, to clinical education. The literature reflects contemporary trends in education in the health professions: it deals with manpower distribution and maldistribution; it covers the subjects of clinical education, site selection for placement of students, and the development of faculties, curriculum, and clinical programs; it focuses on community health care and the health team concept; it offers much about adult learning and inservice and continuing education; and it includes an exploration of educational evaluation techniques and devices. Subject area divisions are: (1) education for health care delivery; (2) clinical faculty; (3) clinical education process; (4) evaluation; and (5) costs and financing. (Author)

(15)

ED 126 858 95

Seibert, Warren F.

Instructional Television: The Best of ERIC, 1974-1975.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Contract—NIE-C-74-0027

Note—35p.; For related documents see ED 062 830 and ED 082 535

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.25, Check made payable to BOX E must accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adults, *Annotated Bibliographies, Bilingual Education, *Cable Television, Children, Communication Satellites, *Educational Television, Financial Support, Foreign Countries, Policy, *Programing (Broadcast), *Television Research

This bibliography contains annotations of reports, reviews, and other documents on instructional television indexed and available through the Educational Resources Information Center (ERIC). This paper serves as an update to two earlier papers published by the ERIC Clearinghouse on Information Resources in 1972 and 1973. Coverage includes children and television, influencing skills and attitudes, policy and funding, programing research and evaluation, and satellite and cable systems. The general effects of television, television for adults, bilingual education, and television in a foreign setting are also covered. (Author/HAB)

(16)

ED 127 602

Winkeljohann, Rosemary, Comp.

A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VI. Adult Education.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—102p.; For related documents see CS002913-CS002917, CS002919-CS002921

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, *Adult Reading Programs, *Annotated Bibliographies, College Programs, Illiterate Adults, Instructional Materials, Junior Colleges, *Reading, *Reading Instruction, Reading Materials, *Reading Programs, Reading Research, Reading Skills, Teaching Methods

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 201 entries in this section of the bibliography concern adult education and are arranged alphabetically by author in one of the following eight subcategories: adult basic education, vocational education, reading programs, library programs, institutionalized persons, methods and materials, evaluation, and research. Author and subject indexes conclude the document. (JM)

(17)

ED 133 607

Magisos, Joel H., Comp. Stakelon, Anne E., Comp.

Special Needs Populations. Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations with Unique Vocational Education Needs. Bibliography Series No. 33.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-103-530

Pub Date Oct 75
Note—142p.; Best copy available
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Annotated Bibliographies, *Bilingual Education, *Correctional Education, Educational Research, *Handicapped Students, Higher Education, *Migrant Education, Post Secondary Education, Secondary Education, *Vocational Education

This annotated bibliography is designed to assist applicants for research support under part C of the Vocational Amendments Act of 1963 by providing access to documents, journal articles, and current projects related to vocational education for special needs populations. The report literature and journal articles cited were found in a computer-assisted search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Entries cover the areas of bilingual vocational education, correctional vocational education, vocational education for migrants, and vocational education for the handicapped. Also included are instructions for ordering the cited materials. (NJ)

(18)

ED 142 825 08
Cooper, Gloria S. *Magisos, Joel H.*
Development and Utilization of Metric Education Instructional Materials in Vocational, Technical, and Adult Education: Final Report.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.
Pub Date 77
Contract—OEC-0-74-9335
Note—589p.; For related documents see CE 012 121, ED 112 064, ED 115 953, ED 134 751-786, and ED 135 952-970 ; Some parts may be marginally legible due to print quality of the original document
EDRS Price MF-$1.16 HC-$31.47 Plus Postage.
Descriptors—*Adult Basic Education, *Curriculum Development, Curriculum Research, Field Studies, Inservice Teacher Education, Instructional Materials, *Metric System, Post Secondary Education, Secondary Education, *Vocational Education, Vocational Education Teachers
Identifiers—Metric Conversion Act 1975

Organization of this final report is based on the six major objectives of the project: To compile an annotated bibliography on metric education for vocational, technical, and adult education; to develop a position paper on metric education for the same target audiences; to develop and field-test metric packages for 75 vocational, technical program areas, grades 10-14 (77 areas were included); to develop and field test metric instructional materials for adult basic education; to develop an inservice workshop plan for the metric materials and conduct the workshops in each of the 10 U.S. Office of Education (USOE) regions; and to develop an implementation guide for installing the metric packages in ongoing programs. Each chapter of the report discusses one of these objectives by describing the activities necessary to accomplish the objective, presenting the problems encountered and their solutions, and including the recommendations. Appendixes encompassing three-fourths of the document contain such related materials as references, research and evaluation instruments, schedules, and lists of participants. (BM)

(19)

ED 144 018
Macdonald-Ross, Michael *Smith, Eleanor*
Graphics in Text: A Bibliography. Monograph No. 6.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date 77
Note—68p.; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adults, *Algorithms, Bibliographies, Communication (Thought Transfer), *Diagrams, Educational Research, *Graphic Arts, Maps, *Printing, Reading Research, *Symbols (Mathematics), *Visual Perception

This bibliography lists books and articles discussing graphic aspects of human communication. References have been selected for their relevance to the design of self-instructional texts for the adult learner; for the most part, research on younger children, on non-text media, and on non-educational texts is not included. Items are organized into nine major headings, many of which have further subheadings: graphic communication, visual perception, visual instruction, quantitative data, diagrams, algorithms, typography, cartography, and notations, codes, and symbols. A list of 32 titles which are "recommended reading" is also included. (AA)

(20)

ED 144 772 95
Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Oct 77
Contract—400-75-0025
Note—257p.; For related document, see ED 125 808
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-58, $10.00)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Abstracts, Adult Education, *Annotated Bibliographies, Citation Indexes, Developing Nations, Extension Education, *Periodicals, Program Descriptions, Program Evaluation, Program Guides, *Rural Areas, *Rural Development, *Rural Education, Rural Population, Rural Schools, Rural Urban Differences, Rural Youth, Subject Index Terms, Vocational Education
Identifiers—*World Congress of Rural Sociology (4th)

Compiled to provide access to some of the latest resource materials, research findings, and/or developments in rural education, this bibliography supplements seven previous publications, providing cumulative coverage. Section I of this supplement contains 180 citations and abstracts taken from the April 1976 through May 1977 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number (ED), publication date, title author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1976 through May 1977 issues of "Current Index to Journals in Education" (CIJE), Section II includes 79 citations which are annotated when necessary. Each CIJE entry includes an ERIC accession number (EJ), publication date, title, author(s), descriptors, identifiers, and journal citation. A wide variety of material is covered (e.g., technical reports, books, program descriptions, guides, annual reports, conference reports, etc.). Sections III, IV, V, and VI present: an RIE and CIJE subject index; a list of previous bibliographies, a list of the 16 ERIC clearinghouses and their areas of expertise; and ordering information. Subject areas most frequently cited in this bibliography include: vocational education; adult education; developing nations; program descriptions; program evaluation; program guides; rural development; rural education; rural areas; rural population; rural schools; rural urban differences; rural youth; and World Congress of Rural Sociology. (JC)

(21)

ED 155 304
Anderson, Ethel E., Comp.
Annotated A.B.E. Bibliography.
Movement for Canadian Literacy, Toronto (Ontario).
Pub Date Feb 78
Note—111p.
Available from—The Movement for Canadian Literacy, 692 Coxwell Avenue, Toronto, Ontario, Canada M4C 3B6 ($2.00 to members; $2.50 to non-members)
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, *Annotated Bibliographies, English Instruction, *Instructional Materials, Language Arts, Language Development, Literacy Education, Mathematics Materials, Readability Formulas, Reading Development, *Reading Materials, Reference Materials, Remedial Arithmetic, Resource Materials, Student Evaluation
Identifiers—*Canada

Based on lists submitted by practitioners working in the 0 to grade 9 levels of English-speaking adult basic education (ABE) in Canada, this annotated bibliography is composed of 283 items currently in use. Six categories are included: (1) reading, which covers reading systems, instructional material, phonics, and independent reading; (2) language arts, which is divided into spelling, vocabulary development, writing skills, and English grammar and usage; (3) reference materials, which lists atlases, dictionaries, forms, newspapers, and manuals; (4) arithmetic/mathematics; (5) evaluation materials, which focuses on standardized tests; and (6) instructor's resource materials, which consists of books and journals to aid the teacher. For the first three sections, readability levels are indicated, and to help users in establishing levels for ungraded materials not in this collection, two formulas, the Gunning Fog Index and the Fry Readability Graph, are provided in Appendix II. All titles in a section are listed alphabetically and are collected into a master index at the back. Although no critical evaluation is mentioned in the brief comments, the suitability of the included material for use with adults was noted. Besides the author and publisher, the date of each item is provided except for material obtainable from Canadian school textbook publishers. Publishers' addresses are provided in Appendix I. (ELG)

(22)

EJ 148 613
Adult Education in Community Colleges
Sanchez, Bonnie M., *Community College Frontiers*, v5 n1, pp54-56, F 76
*Junior Colleges, *Adult Education, *Needs Assessment, *Bibliographic Citations, Community Colleges, Adults, Student Needs, Surveys

Presents abstracts of ERIC documents on the subjects of adult education in community colleges and needs assessment surveys of this student group. (DC)

0030
Libraries, Information Services—U.S. Information Dissemination

(23)

EJ 154 544
Your Future Information Needs Moore, A. B.; Kreitlow, Burton, *Adult Leadership*, v25 n6, pp166-178, Feb 77
*Information Needs, *Educational Resources, *Adult Education, *Clearinghouses, *Information Centers, Information Systems, Career Education, Information Services, Educational Research, [*Educational Resources Information Center], [ERIC, ERIC Clearinghouse on Career Education, ERIC CE]

An overview of the Educational Resources Information Center (ERIC), a nationwide information system designed to provide information and availability of current documents in the field of education, and specifically of the ERIC Clearinghouse on Career Education, now located at Ohio State University, which includes the field of adult education within its scope of responsibilities. (JT)

0035
Libraries, Information Services—Foreign

(24)

ED 110 704

Literacy Documentation: An International Bulletin for Libraries and Information Centres. Vol. 4, No. 1.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 75

Note—96p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Abstracts, Adult Basic Education, Adult Development, *Adult Education, *Adult Learning, *Bibliographies, Books, Continuous Learning, Developing Nations, *Educational Development, Educational Innovation, Educational Needs, Educational Research, Educational Technology, Educational Television, Literacy Education, Program Descriptions, Reports, Research Needs

Identifiers—International Institute for Adult Literacy Methods, UNESCO

The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Tehran by UNESCO and the government of Iran. Abstracted are: (1) The Book Hunger, published by UNESCO in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a UNESCO study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank (farmer education in Tanzania and instructional T.V. in the Ivory Coast); (4) An Educator's Guide to Communication Satellite Technology, from the Washington, D. C., Academy for Educational Development, 1973; (5) Instructional Television and the Educational Reform of El Salvador, from the same source, also 1973; (6) Education in a Rural Environment, a 1974 UNESCO report; and (7) Educational Innovation in Singapore, a report published by UNESCO Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title. (AJ)

0050 SOCIAL CONTEXT OF ADULT EDUCATION

(25)

ED 120 342

Charters, Alexander N.

Adult Education in American Society: Some Developments, Trends, and Issues.

Pub Date 75

Note—20p.

Journal Cit—Internationales Jahrbuch fur Erwachsenenbildung 1975

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, *Educational Assessment, Educational Change, *Educational Finance, Educational Needs, Educational Objectives, Educational Problems, Educational Trends, Financial Support, Program Attitudes, Program Development, *Social Change

A discussion of adult education in a changing American society is presented in the document. Section 1, Adult Education in American Society, examines societal changes and educational goals as well as the structure and organization of adult education programs. Section 2, The Delivery System of Adult Education, discusses: (1) the audience; (2) funding sources, including private foundations, State, and Federal governments; (3) institutions, examining educational and noneducational institutions; (4) new institutions or emerging forms, discussing adult learning centers; and (5) problems without an institutional base or system for resolution, examining public affairs, gerontology, and early childhood development. Section 3, Some Continuing Concerns, includes: (1) financing of adult education, discussing the present pattern of financing; (2) compulsory or mandatory participation in adult education, presenting illustrations of program participation; and (3) planning in adult education, discussing factors involved. Section 4, Adult Education as a Profession of Field of Study, discusses national adult education associations, including the Coalition of Adult Education Organizations (CAEO), and Education Resources Information Center (ERIC). It is stated that adult educators are increasingly influencing decision-making processes affecting educational development, trends, and issues. (LH)

(26)

ED 121 878

Cox, Peter R., Ed. And Others

Equalities and Inequalities in Education: Proceedings of the Eleventh Annual Symposium of the Eugenics Society, London 1974.

Eugenics Society, London (England).

Pub Date 75

Note—144p.

Available from—Academic Press Inc., 111 Fifth Avenue, New York, New York 10003 ($11.75, cloth)

Document Not Available from EDRS

Descriptors—Adult Education, Biological Influences, *Conference Reports, Educational Discrimination, *Educational Equality, Educational Opportunities, Educational Policy, *Educational Problems, Educational Research, *Equal Education, Higher Education, Organizations (Groups), Professional Education, *Symposia

Identifiers—*England (London)

The themes of this volume are equality and inequality in education. Given the doubling of students in higher education and the questioning directed to the traditional role, and the nature of higher educational institutions, this conference was designed to focus on education at all levels and on the preparation for the professions and public service. The contents are: biological inequality and education; the psychology of primary education; the practice of education at the primary stage; making adults more equal; the scope and limitations of public educational policy; the internal structure and organization of comprehensive education examinations in education; the Galton lecture 1974: the docimological dilemma of quality control and quantity surveying; international differences in higher education; student participation and higher education; aims of today in the education of the lawyer; the education of the professional and of the manager; and unsolved problems in medical education. Issues debated in previous symposia covering various sociobiological aspects of contemporary problems are noted to remain unresolved, and beliefs held earlier concerning the potential of education as a tool of social engineering are stated to be regarded by some as native and contradicted by research evidence. (Author/AM)

(27)

ED 123 413

Kreitlow, Burton W.

Trends in Adult Education with Implications for Vocational Education. Occasional Paper No. 13.

Ohio State Univ., Columbus. Center for Vocational Education.

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Change Strategies, Educational Change, *Educational Demand, Educational Planning, Educational Policy, *Educational Trends, Futures (of Society), *Vocational Education

A discussion is presented of adult education, current trends within the area, and their implications for adult and vocational education programs. The document contains the lecture and a question and answer session. The following sections are presented: (1) overview, defining adult education; (2) major trends, discussing societal pressures for adult education, increased institutional and agency sponsored programs, increased demand for professional in-service programs, learner-oriented program development, university extension program expansion, innovative teaching by adult educators, and Educare; (3) minor trends, outlining programs for the disadvantaged, senior citizens as students, increasing numbers of adult educators, age level increase of students, and humanistic teaching; (4) trends additive or in conflict, mentioning credit and noncredit programs, self-supportive and government supported programs, career orientation and human growth, practical skills and leisure time pursuits, solitude and social action, alienation and privacy; (5) integration and learning, examining adult education needs; (6) implications identified by participants, listing 10 areas in which vocational education and adult education might be affected by current trends and resulting implications; and (7) response to questions, presenting seven questions from the audience, and the author's responses to them. (LH)

(28)

EJ 131 583

Lifelong Education and Age Stratification: Some Unexplored Relationships Parelius, Ann P., *American Behavioral Scientist*, v19 n2, pp206-23, Nov-Dec 75

*Continuous Learning, *Age Groups, *Social Structure, *Socialization, Emotional Experience, Adult Education, Intergroup Relations, Role Conflict, Behavioral Science Research, Social Sciences

The role of educational institutions in the differentiation of age strata, regulation of relationships between strata, and distribution of social roles along age dimensions shows that altering the interlock between age and education affects the structure of major institutions and the psychosocial experiences specific to life-cycle stages. (Author/ND)

(29)

EJ 164 639

Lifelong Learning--For Some of the People Rosenthal, Edward Lee, *Change*, v9 n8, pp44-5, Aug 77

*Adult Students, *Blacks, *Continuous Learning, *Enrollment Trends, *Educational Demand, *Equal Education, Higher Education, Adult Education, Statistical Data, Comparative Statistics

Data show that the genuine progress in securing educational equality in elementary, secondary, and higher education has not been paralleled in adult education. There is a downward trend in adult black enrollment percentages but an upward trend in population percentages. (LBH)

(30)

ED 110 599

Ziegler, Warren L.

On Civil Literacy: Working Draft No. 7408.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Report No—SURC-TR74-550

Pub Date Jul 74

Note—71p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Education, Citizen Participation, *Citizenship, Citizenship Responsibility, Civic Belief, Community, Educational Philosophy, Political Science, *Political Socialization, Public Affairs Education, *Social Action, Social Responsibility

Identifiers—*Civic Literacy

The paper discusses civic literacy as it bears on adult education. Civic literacy addresses the domain of intentional actions about political community, in a process of discovery and invention, the result of a dynamic interaction between practice and theory. The action-inquiry model of civic literacy consists of two theses and five competencies. The first thesis, the Social Justice thesis, holds that each person acts in concert with other persons to devise social conditions for realization of a good life. The second thesis, the Political Community thesis, holds that the civic literacy of each person depends upon the civic literacy of every person. The five competencies which permit the translation of the theses into a process of learning and doing are: engaging in intentional action; maintaining or creating conditions for others to engage in intentional action; maintaining or inventing collective institutions which can adjudicate among different intentions, consequences, and strategies; discovering through civic action matters of common concern; and testing, extending, or redefining limits and boundaries to civic action through social invention. The competency of inventive action comes full circle: it is the end which illuminates the means of civic literacy, and it is the means to the pedagogy of discovery and invention. (JR)

(31)

ED 114 661

Widman, Shannon S., Ed. *Olswang, Steven G., Ed.*

Conference on the Adult Learner: Proceedings: May 23 and 24, 1975. Occasional Paper No. 25.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date 24 May 75

Note—78p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, *Adult Learning, Adult Students, Bibliographies, *Conference Reports, Educational History, Learning Characteristics, Learning Motivation, Learning Processes, *Literature Reviews, Student Interests, Teaching Techniques

The document contains a brief outline of the conference proceedings and the text of two papers presented at the conference. Alan M. Rubin's paper, "Give Me a Fish and I Eat for a Day. Teach Me to Fish and I Eat for a Lifetime" (from the Babylonian Talmud), examines the question of whether our institutions of higher education are providing the opportunities to learn necessary life skills and presents a curriculum and service program, which operates from a community-based life skills center and is centered entirely around the adult students' life skills. "Adult Learning," a 65-page presentation by Shannon S. Widman, provides an overview of the field and particular characteristics of the adult learner, as well as resultant implications for adult educators. An historical review of adult education, which traces its organizational and institutional development, is included to provide insight into current problems in adult education. Drawing on research in the field, the author examines the motivations, learning processes, and performance of the adult learner. Successful course planning, teaching techniques, and teacher role for adult learning, likewise, are discussed. The paper also contains a partially annotated 10-page bibliography on adult learning. (EA)

(32)

ED 120 477

Adult Education: The Challenge of Change. Report by a Committee of Inquiry Appointed by the Secretary of State for Scotland under the Chairmanship of Professor K.J.W. Alexander.

Scottish Education Dept., Edinburgh.

Pub Date 75

Note—135p.

Available from—Pendragon House, Inc., 2595 E. Bayshore, Palo Alto, California 94303 ($5.40 plus 5% handling)

Document Not Available from EDRS

Descriptors—*Adult Education Programs, Adult Students, Community Education, *Educational Assessment, *Educational Change, Educational History, *Foreign Countries, Historical Reviews, Instructional Staff, National Programs, National Surveys, Program Administration, Program Development, Program Effectiveness, Program Improvement, Relevance (Education), Socioeconomic Influences, *State of the Art Reviews, Tables (Data)

Identifiers—*Scotland

The report examines the present position of adult education in Scotland, its future aims, and how these aims might be achieved. Following a summary of 66 recommendations by the committee, 13 chapters, divided into two sections, present: (1) definitions of terms; (2) an historical review, from the seventeenth century to the present; (3) present position, discussing the development of adult education, its organizations, and educational authorities; (4) statistics, stating a need for adequate information; (5) determinants of change, examining technological, social, and educational change; (6) aims of adult education, summarizing concepts; (7) expansion and development, discussing specific groups and information dissemination techniques; (8) statutory responsibility, discussing the effective development of educational services; (9) a Scottish Council for Community Education; (10) agencies, channels, and resources; (11) staff, discussing functions, needs, recruitment, training, and expenses; (12) other matters, including class size and student fees, participation, scholarships, and paid leave for attendance; and (13) cost of implementing recommendations. A note of dissent by a committee member concludes the document. Appended materials include: adult education enrollment statistics, survey and case study reports, tables reporting data on the various aspects of national adult education programs, a committee activities report, and membership lists. (LH)

(33)

ED 122 043 95

An Analysis of Selected Issues in Adult Education. Final Report. Volume I of III.

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Feb 76

Contract—OEC-0-74-9346

Note—206p.; For Volumes II and III, see CE 006 887-888

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, Census Figures, Community Programs, Delivery Systems, Demography, Educational Demand, Educational Needs, Educational Policy, Educational Supply, *Federal Government, Federal Programs, *Government Role, Literature Reviews, National Surveys, Needs Assessment, Policy, *Policy Formation, *State of the Art Reviews, State Programs, Statistical Data, Statistical Surveys

The Office of Education commissioned the study to identify and explore various policies concerning the education of adults: (1) to define the need, for the entire population and selected subgroups; (2) to describe the current response, at all levels; (3) to identify and analyze the differences between need and response; and (4) to identify and explore alternative roles of the Federal Government (policies) to address such unsatisfied or emerging needs as might be identified. The study is concerned with all types of education for adults, at all levels, except full-time education in traditional institutions (high schools, colleges, and universities), and one-way communication (broadcast and print media). Available studies of adults' educational status were reviewed, and educational profiles of the population and sub-groups were prepared. Relevant legislation, significant social and educational literature, and available surveys were reviewed, and leaders were consulted, to determine what adults' educationally related capabilities should be, in order to develop criteria with which actual current conditions could be compared. The most reliable data about adults' participation and educational interests were surveyed. Largely comprised of implications for policy guidance, the body of the report includes some of the empirical data, in tables. (Author/AJ)

(34)

ED 122 044 95

An Analysis of Selected Issues in Adult Education. Final Report. Volume II of III. Appendixes.

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Feb 76

Contract—OEC-0-74-9346

Note—218p.; For Volumes I and III, see CE 006 886 and CE 006 888

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, Adult Education Programs, Census Figures, Data Analysis, *Data Bases, Data Collection, Delivery Systems, Demography, Educational Demand, Educational Status Comparison, Educational Supply, Federal Government, Federal Programs, Government Role, *Literature Reviews, Participant Characteristics, State of the Art Reviews, *Statistical Data, *Statistical Surveys, Tables (Data)

The document is comprised of appendixes to the final report of an analysis of selected issues in adult education commissioned by the Office of Education. The appendixes describe in detail the contents of each of the four data bases constructed for the study, and provide a discussion of the methodology and procedures used in the development of each. The topics covered are: design, background, data sources, methodology and procedures, and strengths and limitations. The four data bases were: a census data base, a participation data base, a Federal program data base, and a key information data base. Ninety-five supportive tables, and documents and materials related to each data base form additional contents of the appendixes. Included among these are a detailed analysis of participation data by demographic groups within education categories, standard errors for census participation data, a list of Federal adult education programs by agency, Veterans Administration cost and participation data, and delivery system tables. The data tended to be derived from the most comprehensive yet technically sound sources in the area which were compatible with the operational definitions used in the study. (Author/AJ)

(35)

ED 127 422

Peterson, Richard E. And Others

Postsecondary Alternatives to Meet the Educational Needs of California's Adults. A Feasibility Study Prepared for the California Legislature. Final Report.

California State Legislature, Sacramento. Assembly.

Pub Date Sep 75

Note—193p.

Available from—Postsecondary Alternatives Study, 1116 9th Street, Room 34, Sacramento, California 95814

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Continuous Learning, Educational Administration, *Educational Alternatives, Educational Needs, Educational Resources, *Extension Education, *Post Secondary Education

Identifiers—*California

This report explains why California should invest in the continued education of its adult citizens and recommends 17 steps as the most urgently needed investment now. The report has two main themes: First, California should increasingly conceive of providing accessible and diversified postsecondary learning alternatives to meet the educational needs of all its adult citizens. Secondly, California now has the opportunity to provide these alternatives. The introduction of the report explains the origins and progress of the Postsecondary Alternative Study which has led to the present document. Then, based on an analysis of the need for learning alternatives and an inventory of all currently existing California resources for meeting this need, Part I of the report identifies seven major unmet needs: (1) Help in the location of educational opportunities; (2) Individual assessment, counseling, and career planning services; (3) Equity for part-time students in state and institutional policies; (4) Educational programs for groups with special needs; (5) Additional off-campus or "external" upper-division and graduate programs; (6) Individualized degree-oriented learning opportunities; and (7) Certification of academic and occupational competence without the need for formal instruction. The 17 recommendations offered in Part II of the report are addressed to these priority needs. The report concludes with an appendix containing cost estimates for the new services proposed in a section of Part II. (WL)

(36)

ED 129 381

Gleazer, Edmund J., Jr.

Responding to the New Spirit of Learning.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date 76

Note—20p.; Address presented at the National Assembly of the National Center for Higher Education Management Systems, (Denver, Colorado, January 26-27, 1976)

Available from—American Association of Community and Junior Colleges, One DuPont Circle, N. W., Suite 410, Washington, D. C. 20036 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Continuous Learning, *Educational Objectives, *Educational Opportunities, Educational Planning, *Educational Policy, Needs Assessment, *Post Secondary Education

Wholesome and promising change is occurring in American education, with interest in adult educational opportunities expanding in impressive proportions. Yet a kind of riptide exists between the interest in lifelong learning and the apparently limited financial resources available for conventional education for transitional students. On what basis should priorities be set? How should public resources be deployed? Agreement is needed on a sense of direction for education. The goal that every individual should have the opportunity for appropriate education up to the limits of his or her potential should be re-examined to determine whether it should be amended or modified. Assessments of community educational needs, with broad involvement of the citizenry, would aid in the goal clarification process. Studies are needed that would result in: (1) a better and wider understanding of the rapidly changing characteristics of educational consumers; (2) an awareness of the diversity of institutions; (3) a statement of goals and perspectives; (4) a proposed policy framework to encourage desirable diversity and institutional initiative and adaptability; (5) alternative ways of demonstrating accountability; (6) encouragement of voluntary cooperation among institutions with common interests. America has unusual opportunities to build an education system more and more interfused with life's other meaningful activities. (Author/JDS)

(37)

ED 138 832

Report of the Committee on Continuing and Community Education in British Columbia.

British Columbia Dept. of Education, Victoria.

Pub Date Dec 76

Note—95p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, *Community Education, Continuous Learning, Educational Finance, *Educational Planning, Educational Policy, *Government Role, Higher Education, *Institutional Role, Interinstitutional Cooperation, *Policy Formation, Post Secondary Education, Program Administration, Public Education, School Community Relationship

Identifiers—British Columbia

The work of the Committee on Continuing and Community Education in British Columbia (composed of adult educators from universities, vocational schools, community colleges, school districts, and a community education center), forms the basis of this report. (The committee was appointed to study and recommend future policy on funding, administration, and programing of adult education activities of all public educational institutions.) Overall, higher educational priority and increased provincial government financial support for adult education is advocated. The recommendations presented stress the need for adoption of the concept of lifelong learning, tuition-free educational opportunity for every citizen to a level of grade 12 or its equivalent, and the government's role in the development of adult education. Major content is presented in seven sections: (1) The Present Situation, (2) Goals and Principles, (3) Structure and Roles (coordination of provincial and district levels and the roles of institutions), (4) Finance, (5) Special Concerns (program development and access, training in adult education, research, and collective agreements), (6) Issues for Further Investigation, and (7) Summary of Recommendations. The appendixes include a glossary, program categorization table, suggested funding guidelines, a schedule of public meetings, and a list of briefs, letters, etc. submitted to the committee. (SH)

(38)

ED 144 659 95

Zusman, Ami *Weiner, Stephen*

Operational Incentives and the Growth of Competition in the Education Sector.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Bureau No—P76-0303

Pub Date Feb 77

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrative Policy, Adult Basic Education, *Adult Education, Adult Students, Community Colleges, *Educational Finance, Educational Legislation, *Interinstitutional Cooperation, *Junior Colleges, Program Development, School Community Relationship, *Secondary Education, *State Legislation, Student Characteristics

Identifiers—*California, California Senate Bill 1641

The level of competition between secondary adult education and community college programs, and the effects of duplication of services upon finances was the focus of this California study. Three geographic areas were selected to represent high inter-institutional cooperation, moderate competition, and intense competition. Key administrative personnel were interviewed and related documents were examined. Findings revealed that: (1) institutions tended to develop programs in isolation; (2) course offerings were not modified as a result of the initiation of competitive programs; (3) the student recruitment pool was similar; (4) students tended to be disproportionately white, middle-class, female, and more educated than the general population; (5) conflicts emerged from invasion of institutional "territory," but were not harmful because of the large student pool; (6) alternative adult programs increased overall adult enrollments; and (7) there was little "unnecessary duplication" since classes were either filled or cancelled, although community college costs were higher than those of secondary adult programs. Legislation pertaining to this area is discussed, as are the effects of SB1641 on finance formulas for community college enrollment growth and decline. (RT)

(39)

EJ 128 931

Alternative Futures for Continuing Education in Region IV Munsterman, Richard E.; Masters, Robert J., *NUEA Spectator*, v39 n22, pp22-4, Dec 75

*Futures (of Society), *Educational Planning, *Methods, *Educational Research, *University Extension, Adult Education, Participant Characteristics, [*Region 6, Extension Programs]

Nineteen panelists were asked to identify alternative futures for continuing education in the areas of structure, programs, and finances as part of a Delphi Technique survey which resulted in a series of probable alternative events. A brief synopsis of the findings is given, providing the basis for future educational planning. (LH)

(40)

EJ 132 235 CE 504 494

Separate, But... Ellis, David W.; Durnall, Edward J., *Adult Leadership*, v24 n6, pp190-4,218-20, Feb 76

*Program Descriptions, *Change Strategies, *University Administration, *College Programs, *University Extension, Adult Education, Student Needs, Educational Assessment, Educational Development, Educational Discrimination, [*University of New Hampshire]

The integration of full-time and part-time higher education programs is discussed generally and, more specifically, in terms of the University of New Hampshire approach, where the two programs have been integrated. Financial factors, quality of education, teaching load, student needs, integration implementation, academic advising, and evaluation are discussed. (LH)

(41)

EJ 137 527

Educational Objectives in Adult Literacy Provision Kedney, R. J., *Studies in Adult Education*, v8 n1, pp1-14, Apr 76

*Literacy Education, *Adult Literacy, *Educational Objectives, *State Of The Art Reviews, *Educational Development, Foreign Countries, Adult Basic Education, Program Design, Educational Assessment, [*Great Britain]

Some basic questions regarding adult literacy and national programs in Great Britain are examined, and include: the national pattern of provision; project design and curriculum planning; goals and the concept of literacy; and adult reading habits. Five tables supplement the text. (LH)

(42)

EJ 144 266 CG 510 800

"Adult Ed"--The Ultimate Goal DeMott, Benjamin, *Educational Gerontology*, v1 n3, pp273-278, Jul 76

*Adult Education, *Futures (Of Society), *Educational Gerontology, *Needs Assessment, *Adults, *Continuing Education Centers, Needs, Older Adults, Adult Students, Educational Philosophy, State of the Art Reviews

The author feels that the time is coming when adult education and continuing education will be the norm rather than an exception. The article explores possible preparations that may be needed: directions for institutions to go in response to such needs; and consequences and implications of prevailing adult education. (NG)

(43)

EJ 163 714
Irreparable Damage? Wiltshire, H. C.; Mee, Graham, *Times Educational Supplement (London)* n3231, pp18-9, May 6 77
*Adult Education, *Educational Trends, *Fees, *Educational Finance, *Program Evaluation, Educational Policy, Educational Problems
Is the adult education service nearing total collapse? Can it survive yet another round of cuts? In a survey that pinpoints the rises in fees and fall in student numbers already taking place, authors uncover some alarming trends. (Editor/RK)

(44)

EJ 165 468
National Challenge: 34,000,000 Adults with Less Than A High School Diploma Jhin, Kyo R., *Adult Literacy and Basic Education*, v1 n2, pp5-13, Sum 77
*Illiteracy, *Adults, *Educational Planning, *Adult Development, *Educational Finance, *Adult Education, Adult Literacy, Secondary Education, Statistical Data, High School Equivalency Programs, [*United States]
Discusses the need to consider those adults in America with less than high school diplomas as a national priority. Notes statistics and information on educational finance and adult educational attainment. Suggests national objectives that focus on these individuals' unalienable rights, and provides a 1- or 5-year plan for reaching these objectives. (SH)
UMI

(45)

EJ 177 212
Adults in Transition Arbeiter, Solomon, *Journal of College Placement*, v38 n3, pp54-8, Spr 78
*Nontraditional Students, *Career Change, *Adult Counseling, *Adult Students, *Vocational Development, *Job Placement, Research Projects, Developmental Stages, Student Needs, Post Secondary Education
The concept of evolutionary life cycles should become an integral part of a job placement process. The college educational process should be the beginning of a lifetime of learning and earning and not be viewed as a point of departure into an unknown work world. (Author)
Reprint Available (See p. vii): UMI

0150 LEGISLATION

(46)

ED 147 309 95
Florio, David H. *Koff, Robert H.*
Model State Legislation: Continuing Professional Education for School Personnel.
Spons Agency—Illinois State Office of Education, Springfield.; National Inst. of Education (DHEW), Washington, D.C.; Roosevelt Univ., Chicago, Ill. Coll. of Education.
Pub Date Dec 77
Contract—400-76-0018
Note—68p.; For related documents, see SP011 997 and ED128 346
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Beginning Teachers, Cooperative Programs, Data Collection, Elementary School Teachers, Financial Support, *Inservice Teacher Education, *Job Skills, *Professional Continuing Education, *School Personnel, Secondary School Teachers, *State Legislation
Identifiers—*Model Legislation, State Policy
This model state legislation is the third report issuing from the Illinois Policy Project on Accreditation, Certification, and Continuing Education, and is a statement of the state's role in the professional development of inservice teachers. The legislation itself is preceded by an essay on the state's role in supporting continuing education of school personnel and the importance of continuing education at this time. The essay centers around teacher motives for continuing development and state concern in improving staff quality at a time of low teacher turnover. The model legislation is presented in two parts. Part A provides state support for continuing education programs in local schools or school districts, limited only by the target population, i.e., student contact personnel in local schools, and by the intended purpose, i.e., the program must be designed to improve the job-related knowledge and skills of the target population. Part B is an experimental program designed to determine the benefits of extended school-site training for beginning teachers, a prescriptive-categorical program that will contribute to the determination of future policy related to the preparation of teachers. Both parts encourage cooperation in program planning and operation among school districts and institutions of higher education. Several alternate funding procedures are provided for each part due to the diversity of financial situations and desired scopes of activities among the various states. Commentary is included in order to clarify policy issues and various sections of the legislation. Appendices include: (1) a glossary of terms and (2) an extensive bibliography of selected sources in the areas of continuing education, teacher education programs, research related to teacher effectiveness, and legal issues relating to the preparation, certification, and employment of teachers. (MJB)

(47)

ED 153 014
Part 6: Adult Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 to Extend for Five Years Certain Elementary, Secondary, and other Education Programs. (Washington, D.C., July 12, 1977).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date Jul 77
Note—163p.; Not available in hard copy due to small print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Basic Education, Adult Development, *Educational Legislation, Educationally Disadvantaged, Educational Problems, Federal Legislation, *Federal Programs, Federal State Relationship, Illiterate Adults, Literacy Education, Performance Based Education, *Program Costs, *Program Evaluation, Program Improvement, Tables (Data)
Identifiers—*Adult Education Act 1966, United States
Reported here are the continuing hearings on H.R. 15 (a bill to extend for five years certain elementary and secondary education programs and the Adult Education Act) which examine the accomplishments and problems of the Adult Education Act since it was last amended in 1976. One-half of the content consists of the testimony, statements, and supplementary materials of four witnesses: Paul V. Delker, Director, Division of Adult Education, U.S. Office of Education; Gary A. Eyre, Executive Director, National Advisory Council on Adult Education; William L. Flowers, Jr., associate dean, Extension Division, Virginia Polytech and State University; and Curtis Ulmer, president, National Association for Public Continuing and Adult Education. An appendix comprises the second half of this report and includes the Adult Education Act as amended through 1976; regulations regarding state adult education programs from the Federal Register, April 23, 1975; selected statistics of adult education state grant programs aggregate United States, fiscal years 1965-75; program funding history; adult education state allocation tables for fiscal years 1971-77; adult education state allocations; adult education program completions; number of personnel receiving training in adult education programs by fiscal year; adult education participants, separations, achievements and performance levels, 1975; adult education participants, achievements and separations, 1976; and a summary of the Adult Performance Level (APL) project. (EM)

0175 FINANCE COSTS

(48)

ED 113 456
Kurland, Norman D.
Financing Lifelong Learning: Rationale and Alternatives.
New York State Education Dept., Albany.
Pub Date 8 Apr 75
Note—23p.; For related documents, see CE 004 950-1 and CE 004 953-4
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Adult Learning, *Continuous Learning, *Financial Support, Futures (of Society), *State Action, *State Federal Aid
Identifiers—New York
A working paper for the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the discussion is directed to the financing of lifelong learning. It examines the many facets of the question, "What is the 'case' for considering education for all adults a public good and, therefore, an appropriate object of public policy and funding?" in perspective with other social concerns. It recognizes the need for increased public funding if opportunities for lifelong learning issues in the years ahead will be: Who will be funded? For what? How much? time for New York State to set as a policy objective the elimination of financial barriers to access to lifelong learning opportunities for all adults. Central public issues in the years ahead will be: Who will be funded? For what? How much? Some alternative Means of providing public funds to support adult education are discussed: (1) State financing of leadership positions, (2) State financing of information and counseling services, (3) State aid to institutions for adult students, (4) institutional incentive grants, (5) extensions of State aid to part-time and non-credit students, (6) entitlement approach, and (7) tax incentives. (EA)

(49)

ED 113 457

Kurland, Norman D.

Financing Life-Long Learning: An Approach to an Age-Neutral Educational Entitlement.

New York State Education Dept., Albany.

Pub Date 5 Feb 75

Note—17p.; For related documents, see CE 004 950-2 and CE 004 954

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education, Adult Learning, *Continuous Learning, *Educational Legislation, Financial Support, *Futures (of Society), *State Federal Aid

Identifiers—*Educational Entitlement, New York

Part of the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the paper presents one entitlement approach, in the form of an outline/analysis of a possible bill that might be developed, as an alternative to financing life-long learning. The paper is intended to stimulate further discussion of the idea of Educational Entitlement (EE). Main provisions of the hypothetical bill would entitle every adult American to receive an annual EE, beginning three years after last enrollment as a regular high school or college student and remaining available throughout the individual's life, to be used for any of a broad range of educational activities. Funding possibilities would be annual funds appropriated by Congress or a special tax to pay for EE. Basic reasons cited for public subsidy of adult learning through EE include: (1) reducing the cost barrier for more adults to participate; (2) seeking to change the fact that those who now participate tend to be those who have already had more education; (3) providing adults with maximum decision-making in determining their education; and (4) adjusting public financing policy for education toward a position of "age neutrality" for adults. (EA)

(50)

ED 119 319

Ahmed, Manzoor

The Economics of Nonformal Education: Resources, Costs and Benefits. Praeger Special Studies in International Economics and Development.

California Univ., Berkeley. Program in International Education Finance.

Pub Date 75

Note—122p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 ($12.50)

Document Not Available from EDRS

Descriptors—Cost Effectiveness, *Developing Nations, Economic Development, *Economic Research, *Educational Economics, *Educational Principles, Educational Resources, Human Resources, *Nonformal Education

This book is part of a series of studies dealing with educational economics and the efficiency of various forms of education. This volume is concerned with the topic of nonformal education, particularly as it might be applied in developing nations that are still largely rural. The author does not attempt to develop a definitive economic analysis of nonformal education, but rather strives to clarify pertinent concepts and definitions and to indicate an approach to economic problems that will aid educational planners in solving operational problems. Individual chapters focus in turn on the socioeconomic context of nonformal education, educational resources, educational costs, economic benefits and cost effectiveness, and the uses of economic analysis. (JG)

(51)

ED 120 473

San Diegans Speak Out on Adult Education.

San Diego Community Coll. District, Calif.

Pub Date Feb 76

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education Programs, *Community Colleges, Community Education, Community Involvement, Educational Assessment, *Educational Finance, Educational Needs, Educational Policy, *Financial Problems, *Public Opinion, Relevance (Education), State Legislation, State Programs

Identifiers—*San Diego Community College District

The document discusses action taken by the San Diego Community College District regarding a five percent "cap" placed on the growth of adult education and community colleges by the California State Legislature. Serious fiscal and management problems were created and the District Board of Trustees established a series of seven public hearings to determine citizen reaction to the proposed changes. Over 1,450 people attended and their opinions obtained regarding additional fees and tuition, priorities, course deletion, "frill" courses, and personal motivation. Reactions from members of the Board and Chancellor Dale Parnell are presented, and background information on State philosophy and San Diego history of adult education is given. A policy statement by the Board includes the following: an adult core program of seven classes not subject to any reduction, the continuation of adult education center development throughout communities, and consistency in the collection of fees across the district, with fees as low as possible. (LH)

(52)

ED 129 357

Douthit, Nathan C.

The Future of Adult Education in Oregon Community Colleges.

Southwestern Oregon Community Coll., Coos Bay.

Pub Date [76]

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Community Colleges, Continuous Learning, *Educational Finance, *Junior Colleges, Post Secondary Education, *State Aid, Vocational Education

Identifiers—*Oregon

The central topic of this paper is the financing of adult education in Oregon. Participation by adults in postsecondary education has increased in recent years and will continue to increase as the result of demographic trends, labor market requirements, and personal desires for life enrichment. Oregon has made a significant commitment to adult education, but short range fiscal considerations threaten a reduction in adult education offerings in community colleges. Although Oregon has a distinctive postsecondary education record, it lags behind other states in its per-student appropriation of state and local taxes for higher education. Studies indicate that adults desire vocationally related courses, and, although costly, these can be financed if the state encourages community colleges to offer those educational services not available elsewhere. State control of overall FTE (full-time equivalent) funding of community colleges rather than course-by-course reimbursement approval is the best financing system; it allows the community colleges to retain their flexibility, responsiveness to community needs, and innovative ability. Overall funding limits should be set by the state, but individual community colleges should be able to expend funds according to the needs identified in their individual communities. (Author/JDS)

(53)

ED 133 008

Roed, William

State Funding of Community College Community Services Noncredit Offerings: Current Patterns and Problems.

Pub Date [76]

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Service Programs, *Educational Finance, Educational Trends, Financial Problems, *Junior Colleges, National Surveys, *Noncredit Courses, *State Aid, State Standards

Questionnaires were sent to 23 state directors of community college systems during fall 1976 to determine funding patterns for community college community services noncredit offerings. Eighteen responses were received. Results of the survey indicated that over half of the states do not support community services noncredit courses. At least three states distinguish between hobby/recreational courses (not funded) and general education/adult self-improvement courses (funded) although, in practice, this distinction seems to lead to some difficult judgments. Two interesting developments were noted: (1) transformation of noncredit courses into credit courses for the purposes of securing regular funding; and (2) emphasis on development and offering of courses around specific funding sources. Overall, the survey information revealed a general decrease of state support for community services, confirming the peripheral status of many such programs in their specific institutions. A reversal of this trend might be accomplished through development of coordinating bodies designed to reduce duplication while increasing combined use of facilities, resource people, and publicity channels. Additionally, such a body might increase participation in programs while simultaneously becoming an effective lobbying organization. (Author/JDS)

(54)

ED 134 638

Dunning, Bruce B.

Occupational Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No—BSSR-0335-4

Pub Date Dec 76

Grant—DOL-51-11-73-02

Note—294p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Adult Vocational Education, Ancillary Services, Decision Making, *Education Vouchers, *Occupational Choice, Participant Involvement, Post Secondary Education, *Program Evaluation, Sex Differences, Student Attitudes, Student Financial Aid, Surveys, Technical Institutes, *Vocational Schools, Young Adults

Identifiers—*Oregon (Portland), *Work Incentive Program

This is a study of a voucher program administered by the Portland Work Incentive Program (WIN). The voucher program was designed to give WIN participants: (1) the freedom to choose their own occupations and vocational training schools; and (2) the responsibility for arranging to enroll in those schools. The primary role of WIN staff members was to provide information and personal support when asked to to so. As of May 1974, institutional vocational training vouchers were available to all WIN participants. Each voucher was good for up to one year of training in any school in the Portland metropolitan area. There was no cost-of-training limit. Voucher recipients were interviewed, first, when they used their vouchers, and, second, when they completed or dropped out of training. This report discusses the first interview. One hundred and fifty-four voucher recipients were interviewed. Their responses were compared with those of 163 persons who had participated in WIN institutional training under conventional procedures. The study concludes that the vouchering of training in WIN was feasible in Portland. Vouchering resulted in more clients having more freedom to make their own decisions than had been the case in the regular program. (Author/JM)

(55)

ED 134 639

Dunning, Bruce B.

Occupational and School Selections: Experiences With The Portland WIN Voucher Training Program. Precis.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No—BSSR-R-0335-6

Pub Date Dec 76

Grant—DOL-51-11-73-02

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Vocational Education, Ancillary Services, Decision Making, *Education Vouchers, *Occupational Choice, Participant Involvement, Post Secondary Education, *Program Evaluation, Sex Differences, Student Attitudes, Student Financial Aid, Technical Institutes, *Vocational Schools, Young Adults
Identifiers—*Oregon (Portland), *Work Incentive Program

In 1974, vouchers for institutional vocational training were available in the Work Incentive Program (WIN) in Portland, Oregon, from April until the end of September. Voucher recipients were allowed up to six weeks in which to decide about a training occupation, locate an appropriate school, and make arrangements for enrollment. Relationships between the WIN staff and WIN clients were restructured: Whereas staff members had given directive counseling to their clients, they now gave information and personal support in a nondirective manner. Three quarters of the voucher recipients were women. One hundred fifty four voucher recipients were interviewed when they committed their vouchers to training schools (i.e. in the committment phase). Equivalent questions were asked of 163 trainees who did not have vouchers. Responses of voucher recipients and trainees without vouchers were compared. These responses dealt with such topics as: the characteristics of institutional trainees; the trainee's predispositions toward occupations when they entered WIN and the ways in which institutional training was presented to them initially; the extent to which trainees engaged in decision-making about participation in institution training as well as about training occupations and schools; the occupations and schools chosen; and, the factors which influenced decisions in the Portland WIN institutionalized training program. However, the changes that did occur in the committment phase were judged desirable. (Author/JM)

(56)

ED 138 164

Kurland, Norman D., Ed.

Entitlement Papers. NIE Papers in Education and Work: Number Four.

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Mar 77

Contract—400-74-0133

Note—239p.

Available from—The National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Bibliographies, *Career Opportunities, Cost Effectiveness, Economic Factors, Educational Benefits, *Educational Philosophy, Education Vouchers, *Equal Education, *Financial Support, Higher Education, Minority Groups, *Models, Political Influences, Public Policy, Tuition, Veterans Education

Identifiers—*Entitlement, G I Bill

The entitlement concept (that certain students are entitled to funds for a specified amount of education) is examined from a variety of perspectives dealing with the financing of lifelong learning. In the first paper, by Henry M. Levin, three models are described and analyzed that emphasize the extension of career development opportunities throughout the work life of individuals. A fourth model extending the concept of the provision of learning opportunities of all kinds throughout life is presented by Norman D. Kurland. George J. Nolfi, in the third paper, presents another model that purposes targeting entitlements on persons with low previous levels of education and low income. In another paper Nolfi presents a framework for the analysis of any entitlement proposal. The fifth paper, by Scott E. Sterling, examines the GI bill from an entitlement prespective and discusses the implications of that experience for more general entitlements. The final three papers in the volume examine issues basic to any entitlement approach. Douglas M. Windham looks at the problems associated with the calculation of the costs and benefits of education. Paul E. Barton examines the economic aspects of entitlements from the perspective of the interrelations of education, work, and economic development. Finally, John D. Honey examines the political aspects of entitlements and indicates the considerations that will have to be taken into account in advancing the idea in the public-policy arena. (LBH)

(57)

ED 140 882

Zoglin, Mary Lou

Financing Community Services Instruction.

California Community Coll. Community Services Association.

Pub Date 77

Note—27p.; Paper presented at the Annual Conference of the California Community College Community Services Association (Monterey, California, March, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Case Studies, Community Colleges, Community Service Programs, *Community Services, Community Support, *Educational Finance, *Fees, Financial Problems, Instructional Student Costs, *Junior Colleges, School Taxes, State Aid, *Tax Support

Identifiers—*California

This paper reviews the rationale for community services education and the effects of different methods of financing adult education programs. Two case studies of community services financing in California are reported to illustrate different approaches toward financing permissible under state statute. The College of San Mateo finances its community services program by both local tax and user's fees, with emphasis on the latter, while Foothill College utilizes both taxes and fees, with the emphasis on the former. Both colleges' programs are essentially enrollment-driven and fee-supported, with fees set to cover the expenses of each course. Both colleges also specify lower fees for certain target populations generally found in the lowest income brackets, and scholarships are available when necessary. Although public funding of community services has often been a source of controversy, it is argued that such community-oriented programs provide valuable services to society. It is therefore recommended that (1) the maximum community service tax should be levied; (2) fees should be established by Boards of Trustees, (3) federal aid should be sought for specific programs but state aid should not be sought lest restrictions on types of courses be imposed; and (4) scholarships should be established for community services and publicized. (JDS)

(58)

ED 141 506

O'Neill, David Ross, Sue Geotz

Voucher Funding of Training: A Study of the GI Bill.

Public Research Inst., Arlington, Va.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Report No—PRI-312-76

Pub Date Oct 76

Contract—DL-21-51-75-14

Note—142p.

Available from—National Technical Information Service, Springfield, Virginia 22151 ($3.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Educational Assessment, Educational Research, *Education Vouchers, Federal Programs, Higher Education, *Income, *Job Training, Post Secondary Education, *Program Effectiveness, Racial Differences, Use Studies, Veterans Education, *Vocational Education

Identifiers—*GI Bill

The study assessed the use of vouchers for funding manpower training, using the GI bill as a test case. Focus was on vocational training, although on-the-job training (OJT), correspondence, and college training were also examined. The value of training was estimated by the extent to which it leads to increased earnings. Longitudinal earnings histories of veterans who used each type of training were compared to those of a control group of nonusers with similar personal characteristics and initial earning capacity. The gain due to training was estimated as the difference between the earnings of trainees and the earnings of the control group. The study showed that vocational trainees funded by the GI bill increased their earnings by about 10%, about twice as great an increase as had been estimated elsewhere for nonvoucher government programs. The training appeared to be particularly valuable for blacks and for those with relatively little prior education. Analysis of the use of benefits by Vietnam-era veterans showed that blacks participate in training at a higher rate than similar whites. (Author/HD)

(59)

ED 157 485

Knudle, L. L.

A Costing Model for Non Traditional Education.

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Students, *Budgeting, *Cost Effectiveness, *Delivery Systems, Educational Finance, *Higher Education, Instructional Design, *Models, *Nontraditional Students, Part Time Students, Resource Allocations

To facilitate college and university officials in financing the educational needs of the nontraditional students, a method for collecting and determining the cost of providing units of instruction through various delivery mechanisms available to colleges and universities is presented. Twelve ways of delivering instructional units, eight types of costs incurred in the providing of instructional units, and six levels of instruction are identified. The costing model and its use are described. (SPG)

(60)

EJ 129 015

Can the Public Afford Not to Support Comprehensive Continuing Education Programs? Lauroesh, William; And Others, *International Journal of Career and Continuing Education*, v1 n1, pp47-53, F 75

*Adult Education Programs, *Community Colleges, *School Surveys, *Chief Administrators, *Financial Policy, Junior Colleges, Questionnaires, Educational Finance, Administrator Attitudes

A survey involving 156 community colleges throughout the country and 35 of their presidents sought to determine the strengths and weaknesses of the fiscal and financial structures under which the institutions operate their continuing education programs. Data are analyzed and questionnaire responses presented. (LH)

(61)

ED 110 616
Osso, Nicholas A.
Adult Basic and Secondary Level Program Statistics: Students and Staff Data July 1, 1972-June 30, 1973 and Selected Summaries of Fiscal Years 1969-73.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES-75-167
Pub Date 75
Note—82p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (NCES-75-167, $1.45)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Basic Education, *Adult Education Programs, Educational Finance, *Participant Characteristics, *Statistical Data, Student Characteristics, Student Enrollment, *Tables (Data)
The summary of data on adult basic and secondary level education has been compiled from annual reports (a sample of which is appended) filed with the U.S. Office of Education by each State, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. The report presents statistics on adult basic and secondary level education enrollments, student characteristics (age, sex, race, educational and personal achievements), completions, separations, teachers, training hours for personnel (administrators, teachers, counselors, and paraprofessionals), classroom facilities, inservice training, urban and rural enrollments, and State, Federal, and local funding. The publication includes a summary table covering the period 1969-1973 and 25 detailed tables on fiscal year 1973 programs. (Author/PR)

(62)

ED 121 973
Enrollment Statistics in Iowa's Adult and Continuing Education Program for Fiscal Year 1975.
Iowa State Dept. of Public Instruction, Des Moines. Area Schools and Career Education Branch.
Pub Date [Nov 75]
Note—37p.; Prepared by the Adult Education Programs Unit
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Education, Apprenticeships, Career Education, *Enrollment, High School Equivalency Programs, Participant Characteristics, *State Programs, Statistical Data, *Tables (Data), Vocational Education
Identifiers—*Iowa
The report provides data on adult and continuing education enrollments for Iowa's 15 area schools and the five public school districts that operate some adult education programs independently of the area schools. Covering years 1967-75, enrollment figures are taken from registration and do not represent unduplicated head count. Following an introductory table listing total enrollments since 1967, tables are arranged under the following categories: (1) enrollments by major program categories, presenting three tables listing enrollment, head count, and full-time equivalent enrollment (FTEE); (2) adult basic education and high school completion, with six tables providing data on enrollment and State/Federal expenditures, participant progress, characteristics, and high school equivalency certificates; (3) adult college parallel, with one table listing enrollments in area schools; (4) career supplementary education, with five tables listing enrollments by occupational area, career education offerings, and apprenticeship program enrollments; (5) five public school districts, with one table listing adult education enrollments; and (6) a summary table listing the composite enrollment of adult and continuing education. (LH)

(63)

ED 123 350
Kanun, Clara, Ed. Swanson, Ray H., Ed.
Programs and Registrations. ACHE-NUEA. Joint Report 1974-75.
Association for Continuing Higher Education, Norman, Okla.; National Univ. Extension Association, Washington, D.C.
Pub Date [75]
Note—61p.; Tables 18, 20, and 23 will not reproduce well in microfiche due to smallness of type
Available from—Lloyd Davis, Executive Director, NUEA, Suite 360, One DuPont Circle, Washington, D.C. 20036 ($2.00) or Howell McGee, Executive Vice President, ACHE, University of Oklahoma, Administration Building, 1700 Asp Avenue, Norman, Oklahoma 73069 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Education, *Adult Education Programs, Colleges, Educational Trends, *Enrollment, Enrollment Trends, National Organizations, *National Surveys, Professional Associations, Professional Continuing Education, Program Administration, Program Design, *School Registration, *Statistical Data, Statistical Studies, Statistical Surveys, Tables (Data), Universities
Identifiers—ACHE, Association for Continuing Higher Education, National University Extension Association, NUEA
The statistical report on continuing education programs and registrations in the United States in 1974-75 is based on 244 institutions, representing a 69% response from the 355 possible institutional responses. It covers, however, all the public and private U.S. universities. The colleges are underrepresented; relatively few of these have established continuing education programs. The report is comprised of 23 tables of statistical data and accompanying brief narrative accounts. Each of the sponsoring associations, the Association for Continuing Higher Education (ACHE) and the National University Extension Association (NUEA), reported increased membership. Slightly fewer than half of the institutions responding reported that 100% of their continuing education programs were covered by their reports, and most characteristically reported greater centralization of programs. The most commonly reported programs were classes with conferences; second most common was a classes/conferences/independent study combination. The patterning of program categories varied with Association membership. The wide variation in program registrations, from less than 1,000 to more than 150,000, indicates the multiplicity of program organizations. Total registrations covered by the report were 6,420,671, an 18.2% increase from the previous year. Ambiguities related to organizational variations and data recording capacities are believed to limit the information's usefulness. (Author/AJ)

(64)

ED 123 758 95
Grant, W. Vance Lind, C. George
Digest of Education Statistics, 1975 Edition.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No—NCES-76-211
Pub Date 76
Note—209p.; A related document is ED 104 018, Not available in hard copy due to small type of original
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.30)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, Educational Facilities, *Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Federal Aid, *Federal Programs, *Higher Education, Income, National Surveys, Post Secondary Education, Research, School Districts, *Statistical Data, *Tables (Data), Teachers, Vocational Education
This statistical compendium is 14th in the series of annual digest that provide abstracts of statistical information covering the broad field of education in America from prekindergarten through graduate school. This edition, along with the others, is intended for use in particular by those persons concerned with the formulation and conduct of educational policy, though it is of value to anyone interested in education. The digest is divided into sections dealing with all levels of education compositely, elementary and secondary education, higher education, adult and vocational education, federal education programs, and selected statistics related to education. This volume contains statistical information on the number of schools and colleges, enrollments, teachers, graduates, finances, federal aid to education, educational facilities, and educational expenditures. The last section includes information on employment status and job opportunities, research and development, and equal employment opportunity, as well as data from the National Assessment of Educational Progress. (Author/DS)

(65)

ED 126 248
Young, Anne McDougall
Going Back to School at 35 and Over. Special Labor Force Report 184.
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date Dec 75
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Characteristics, *Adult Students, *College Attendance, Higher Education, Labor Force, National Surveys, Sampling, *Secondary Schools, *Statistical Surveys, *Student Enrollment, Vocational Development, *Vocational Schools
The report, based on a 1974 sample of 47,000 households, describes the school enrollment of older adults working toward a high school or college diploma or a trade school certificate. Data, summarized in narrative and tabular form, show that two-thirds of the one and one-half million students age 35 and over in the United States were enrolled in college (including 285,000 in graduate school), and about 400,000 were attending trade or vocational school. The remainder (80,000) were enrolled in high school. About 14% of the adults in school were black. Women students in the group generally had higher labor force participation rates, age for age, than women in the population as a whole. Younger male students in the group had rates similar to those of their nonstudent contemporaries. The rate for male students 45 and over was substantially higher than for nonstudents. This finding suggests that older persons in school had a very strong attachment to the work force, and their school enrollment was therefore ancillary to career development. A four-page explanatory note briefly describes the basic labor force concepts, sample design, estimating methods, and reliability of the data. (Author/MS)

(66)

ED 136 083
Okes, Imogene E. And Others
Participation in Adult Education. Final Report, 1972.
National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No—NCES-76-160
Pub Date 76
Note—210p.; Not available in hard copy due to type size of original
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, *Adult Students, Census Figures, Dropouts, *Educational Importance, Educational Interest, Educational Needs, Educational Research, *Enrollment, Higher Education, Individual Characteristics, National Surveys, *Racial Differences, Secondary Education, *Sex Differences, Veterans
Identifiers—United States

This report of a 1972 study designed to provide insights about people and activities in the changing areas of adult education is the second in a series of reports on participation in adult education. (Information for this report, developed in the Adult and Vocational Education Surveys Branch of the National Center for Education Statistics (NCES), came from the May 1972 Current Population Survey (CPS) conducted by the Bureau of the Census. The first survey in the series was conducted in 1957 and defined participants as non-full-time students 14 years old or older, instead of beginning at age 17 as in the present study.) The four chapters included are titled Survey Background and Procedures, Numbers and Characteristics of Participants and Nonparticipants in Adult Education, Course Programs in Adult Education, and Sponsors of Adult Education. The major portion of this report consists of tables (52) providing socioeconomic items arranged in five general groups: (1) Major demographic characteristics (age, regular school competed, race, and sex), (2) income (total family income), (3) work experience (class of worker, employment-unemployment status, occupation, and men's veteran status), (4) relationships (marital status, relationship to household, and number of children under age 17), and (5) location (geographic region and metropolitan status). A glossary, methodological consideration, selected bibliography, and survey instruments are appended. (SH)

(67)

ED 144 248 95
Grant, W. Vance *Lind, C. George*
Digest of Education Statistics, 1976 Edition.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No—NCES-77-401
Pub Date 77
Note—254p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01718-1; $3.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, Adult Education, Degrees (Titles), *Early Childhood Education, Educational Facilities, *Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Graduates, Income, Libraries, *Post Secondary Education, School Districts, School Holding Power, *Statistical Data, Tables (Data), Teachers

The 15th in a series of annual publications provides an abstract of statistical information covering American education from prekindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges, enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) college and university education, (4) adult and vocational education, (5) federal programs for education and related activities, and (6) special studies and statistics related to American education. Innovations include data showing trends over time in performance on science and reading tests; statistics on the percent of high school seniors participating in postsecondary education and the sources of their financial support; enrollment in institutions of higher education, by race; trend data on the percent of earned degrees conferred upon women; average charges and percent of students completing occupational programs in noncollegiate postsecondary institutions; and statistics on instructional and other staff members in noncollegiate institutions. (Author)

(68)

ED 154 250
Cain, Sylvester H. *Whalen, Barbara A.*
Adult Basic and Secondary Program Statistics, 1974. Students and Staff Data, July 1, 1973-June 30, 1974, and Selected Summaries of Fiscal Years 1970-74.
National Center for Education Statistics (DHEW), Washington, D.C. Adult and Vocational Education Surveys and Studies Branch.
Report No—NCES-76-161
Pub Date [77]
Note—58p.; Appendix material will not reproduce well due to small, broken type; For related documents see CE 016 236 and ED 110 616
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, Annual Reports, *Demography, Dropouts, Educational Facilities, Enrollment, Federal Programs, *Graphs, National Surveys, Personnel Data, *School Statistics, Secondary Education, Student Characteristics, *Tables (Data)
Identifiers—United States

This report, the seventh in a series, presents national adult basic education (ABE) and secondary level education statistics compiled from the annual reports submitted by the States and other areas receiving federal funds for ABE programs. The statistics cover enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training of teachers and other staff members. Following a brief introduction describing federal ABE program efforts, the content is presented in two sections. Section 1 consists of one table which summarizes the statistics for fiscal years 1970 to 1974. The second section reports the statistics for fiscal year 1974 in seven graphic charts and twenty-five detail tables. The adult education annual performance report form and instructions are appended. (EM)

(69)

ED 154 251
Cain, Sylvester H. *Whalen, Barbara A.*
Adult Basic and Secondary Program Statistics, 1975. Student and Staff Data, July 1, 1974-June 30, 1975, and Selected Summaries of Fiscal Years 1971-75.
National Center for Education Statistics (DHEW), Washington, D.C. Adult and Vocational Education Surveys and Studies Branch.
Report No—NCES-77-360
Pub Date 78
Note—59p.; Appendix material may not reproduce well due to small print; For related documents see CE 016 235 and ED 110 616
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, Annual Reports, *Demography, Dropouts, Educational Facilities, Enrollment, Federal Programs, *Graphs, National Surveys, Personnel Data, *School Statistics, Secondary Education, Student Characteristics, *Tables (Data)
Identifiers—United States

This report, the eighth in a series, presents national adult basic education (ABE) and secondary level education statistics compiled from the annual reports submitted by the States and other areas receiving federal funds for ABE programs. The statistics cover enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training of teachers and other staff members. Following a brief introduction describing federal ABE program efforts, the content is presented in two sections. Section 1 consists of one table which summarizes the statistics for fiscal years 1971 to 1975. The second section reports the statistics for fiscal year 1975 in seven graphic charts and twenty-eight detail tables. The annual report for adult basic and secondary education programs form and instructions are appended. (EM)

(70)

ED 156 836 08
Vocational and Technical Education Selected Statistical Tables, Fiscal Year 1976. Vocational Education Information No. II.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.
Pub Date Mar 78
Note—109p.; Not available in hard copy because of reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, Annual Reports, *Enrollment, *Expenditures, Placement, Post Secondary Education, Records (Forms), Secondary Education, *State Federal Aid, *State Programs, *Statistical Data, *Vocational Education, Vocational Education Teachers

This report consists of computer printouts of vocational education statistical data by state. It was compiled from state vocational education reports submitted to the U.S. Office of Education for fiscal year 1976. The series of state-by-state tables include nineteen relating to expenditures (e.g., by target group, by level, by functions), three relating to number of teachers, one dealing with teacher training, twenty-one relating to enrollment in various programs, and four relating to placements of program completions. It is noted that the data should prove useful to all persons interested in assessing the scope and progress of vocational education in the U.S. and particularly those concerned with planning and evaluation. (The tables reflect programs, services, and activities carried out during FY 1976; however, the expenditures include federal funds carried over from FY 1974 and FY 1975. Programs were financed by federal, state, and local funds and were conducted under the approved state plan for vocational education. Federal funds used to support the state programs were authorized by the Vocational Education Act of 1963 as amended, PL 90-576.) The appendix includes copies of annual vocational education report forms. (JH)

(71)

ED 157 164 95
Grant, W. Vance *Lind, C. George*
Digest of Education Statistics 1977-78.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date 78
Note—234p.; For a related document, see ED 144 248; Not available in paper copy due to small print of original document
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01872-1; $4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, Adult Education, Educational Finance, Educational Television, Elementary Secondary Education, Employment Patterns, Enrollment Rate, Federal Programs, International Educational Exchange, Libraries, National Norms, Post Secondary Education, Research, School Holding Power, *Statistical Data, Tables (Data), Teacher Characteristics, Vocational Education

In the fall of 1977 nearly three of every ten persons in the United States were directly involved in the educational process. This publication presents 197 tables and 15 figures breaking down statistical information on this educational activity. The subject matter includes such topics as enrollment patterns, teacher characteristics, school and school district information, retention rates, educational attainment levels, degrees earned, educational finance, educational achievement norms, adult and vocational education, federal programs, employment figures, international educational exchange, libraries, educational television, and research and development funding. Trends are analyzed briefly. (Author/PGD)

(72)

ED 121 951 95
Stelzer, Leigh Banthin, Joanna
A Study of Post-Secondary Education Needs in Northeastern New York State: Secondary Analysis.
State Univ. of New York, Albany. Coll. of General Studies.
Spons Agency—New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.
Pub Date Dec 75
Note—93p.; Not available in hard copy due to marginal reproducibility; For preliminary survey results, see ED 110 620
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—*Adult Education, *Adult Education Programs, *Adult Students, Courses, *Educational Interest, Interest Research, *Needs Assessment, Post Secondary Education, Program Development, Program Evaluation, Questionnaires, State Surveys, Student Interests, Student Motivation, Tables (Data)
Identifiers—*New York
The primary goal of the postsecondary needs assessment in Northeastern New York State was to provide adult education planners with information for program planning and evaluation. Questionnaire respondents included 1,055 individuals from four subregions: Albany Center, Outer Albany, Plattsburg, and Utica-Rome. Data analysis is focused on: (1) overall interest/potential market, (2) knowledge factor, (3) motivation factor, (4) background characteristics of interested individuals, (5) approach-avoidance model (approach), and (6) approach-avoidance model (avoidance). A high interest in continuing education was reflected by the respondents, as 51% indicated wanting to take a course at some point in their life and 34% being presently interested in taking a course. Courses leading to occupational skills were of the most interest to prospective students. Past and prospective students tended to include above average proportions of women, the employed, those with higher incomes, the better-educated, and middle-aged persons. The main reason stated for nonparticipation was a lack of time. One-fourth of the respondents indicated no immediate or future interest in continuing education. Depending on the subregion, 27-49% of the respondents have never been on any Northeast Region campus. A copy of the questionnaire is appended. (EA)

(73)

ED 121 978
Nelson, Jack Jay
A Follow-Up Appraisal of Selected General Educational Development Test Examinees at McLennan Community College, Waco, Texas.
Pub Date Nov 75
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—*Academic Aspiration, Adult Education, *Adult Students, Certification, College Bound Students, *Educational Certificates, Enrollment Influences, *Equivalency Tests, *Followup Studies, High School Equivalency Programs, Learning Motivation, Literature Reviews, Post Secondary Education, Questionnaires, Secondary Education, Student Certification, Student Evaluation, Student Motivation, Surveys
Identifiers—Texas
The report describes a study designed to follow up successful examinees of the General Educational Development (GED) test administered at McLennan Community College. The study's purpose was to determine the trends, traits, and effects of specific aspects related to their receipt of a high school equivalency certificate. Of the 1,065 successful examinees in the years 1970 through 1974, a random sample of 50 from each year was asked to complete a GED basic information form by mail; a total of 55 (23.6%) of the sample completed the form. A review of the literature indicated that GED recipients were comparable to the standard high school graduate. The study's results indicated that GED recipients tended toward postsecondary educational enrollment despite initial indications that they took the test for vocational reasons. Many stated that their GED performance was the contributing factor in their decision to continue their education. Recommendations for future research are included as is a three-page annotated bibliography. Five appendixes present the GED basic information forms sent to examinees, tabulated responses to the questionnaires, and selected comparisons of GED data. (JR)

(74)

ED 121 997
Preston, Jim
Vocational-Technical and Adult Education 1974 Student and Employer Follow-Up Surveys in Sarasota County Florida.
Sarasota County Board of Public Instruction, Sarasota, Fla.
Pub Date 14 Mar 75
Note—82p.; For related documents, see CE 006 785-788
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—Adult Education, *Adult Students, *Employer Employee Relationship, Employment Experience, Employment Level, *Followup Studies, *Graduate Surveys, High School Graduates, Questionnaires, Student Characteristics, Task Performance, *Vocational Education
Identifiers—*Florida (Sarasota County)
The 1974 followup program of former vocational, technical, and adult education students of Sarasota County (Florida) and an employer followup survey are presented in the document. The student survey was sent to 778 vocational preparatory graduates and leavers and 486 were returned. Information was sought concerning their employment status, educational status, source of employment, permission to contact employer, relevance of their training, salary, and attitudes towards the vocational program. An unemployment rate ranging from 5.2% to 13.5% was identified and its implications for future placement and assistance noted. An employer survey was sent to community employers with the approval of former students. The employees' job performance and related personal characteristics were rated and showed that employers were generally well satisfied. New changes to further improve the followup survey are discussed. A list of references is included. Appended materials cover the following areas: survey schedule; survey materials; 1973 followup program completions; form letter to unemployed students; list of past reports; and summaries of student and employer surveys at the State, county, secondary preparatory, adult preparatory, health occupations, and high school levels. (EC)

(75)

ED 122 678
Correa, Joseph M.
Regional Needs and Resources for Postsecondary Education: A Report of the Northern Region Postsecondary Education Group.
Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.
Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.
Pub Date Jan 76
Note—384p.
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors—*Adult Education, Adult Students, Bibliographies, Colleges, Community Colleges, Continuing Education Centers, Correspondence Courses, Counseling, *Educational Facilities, *Educational Needs, Equivalency Tests, External Degree Programs, Health Facilities, *Higher Education, Junior Colleges, Libraries, Post Secondary Education, *Regional Planning, Student Characteristics, Surveys, Teachers, Universities
Identifiers—*New York
What are the needs of adults and resources for postsecondary continuing education in the northern New York State region? An overall study, developed to answer this question surveyed: (1) newspapers; (2) educational providers; (3) students; (4) institutions; (5) the general population; (6) educators; (7) librarians and libraries; (8) health care agencies; (9) industries; (10) Fort Drum; (11) performers in the arts; (12) teachers for continuing education courses; (13) counselors of adults; and (14) Head Start parents. Conclusions, recommendations, and a bibliography are included. (KE)

(76)

ED 136 670
Grimes, George P., Jr.
A University Approach to Coordinated Needs Assessment and Program Development for Related Curriculum in the Uptown Community of Chicago: Planning Educational Policy.
Pub Date Dec 75
Note—136p.; A major applied research project proposal presented in partial fulfillment of the requirement for the degree of Doctor of Education at Nova University. Appendixes E and F not reproduced due to marginal legibility of original document.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Community Characteristics, *Community Development, *Community Education, Community Problems, Community Study, Community Surveys, Cross Sectional Studies, Curriculum Design, *Educational Programs, Field Interviews, *Higher Education, Models, Questionnaires
Identifiers—*Illinois (Chicago)
The study was designed to collect and analyze data for a needs assessment of the Uptown Community of Chicago. Baseline data about the people residing and/or living in Uptown, their needs, fears, hopes, and expectations, and information regarding the causes and remedies of Uptown problems are given. Participants included persons from virtually every ethnic group, those active in more than 40 agencies and/or organizations in the community, and a cross-section of age groupings from various vocations and professions. The data were analyzed to identify the needs and the educational programs most appropriate for fulfilling them. Three processes were used to collect data: the Nominal Group Process Technique, a survey questionnaire, and personal interviews. Recommendations include a model for a life-centered educational curriculum plan. (Author/MSE)

(77)

ED 138 766
Adult Education: A Survival Plan. Management Paper Number 2.
New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.
Pub Date 7 Sep 76
Note—59p.; Prepared by the Project Management Unit of the Office of the Deputy Chancellor
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education Programs, Boards of Education, *Building Operation, Continuing Education Centers, *Financial Problems, Management, Post Secondary Education, *Program Administration, Program Budgeting, *Program Costs, Program Improvement, *Retrenchment, School Districts, Secondary Education
Identifiers—New York, *New York (New York)
This report contains the preliminary findings and recommendations of a study of the New York City Board of Education adult education programs, which was initiated in order to find ways of continuing to provide educational programs for adults in the face of budget cuts. Key objectives in a restructuring of adult education programs are identified and steps by which programs and sites might be consolidated are

proposed. Lower Manhattan adult education programs are analyzed to present an example of how programs could be streamlined to reduce custodial and supervisory costs. Four major sections are included: (1) Present Status of Adult Education (a discussion of the city's four types of adult education programs including program description, programmatic and site analysis, and problems of the present adult education structure. (2) Restructuring Adult Education (discusses objectives that should be attained (and subsequent steps that should be taken) in the revision of the structure and relationships of adult education programs, (3) Continuing Education Program (discusses this program's operation of centers of adult education programs and what steps should be taken to make these centers self-sustaining following the withdrawal of tax-levy support, and (4) Conclusion (gives an overall framework for what is needed to restructure adult education programs. Numerous charts, city maps, and tables supplement the text. The two appendixes include the names and addresses of district supervisors of continuing education in the New York City area, and a formula for custodial subsidy. (SH)

(78)

ED 142 195
Lent, Richard
Planning for Future University College Programs: A Cost-Effectiveness Evaluation of Alternative Instructional Delivery Systems.
Syracuse Univ., N.Y. Univ. Coll.
Pub Date Sep 76
Note—120p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Education Programs, Community Services, Continuing Education Centers, *Cost Effectiveness, *Delivery Systems, Educational Alternatives, *Educational Planning, Instructional Systems, University Extension

This report investigates ways in which Syracuse University's resources can be used more efficiently through new approaches to the delivery of continuing education courses in surrounding communities. It begins with a description of how the study's focus was determined. Four alternative delivery systems for providing continuing education services are described. A model for evaluating the relative merits of these systems against the initial goal statement is defined and applied. Finally, the evaluation results are presented in a cost-effectiveness comparison and the implications of the findings discussed. The report is intended to provide information useful for planning future continuing education programs. (Author/DAG)

(79)

ED 151 066
Feasibility Study of a Regional Community College Without Walls Serving the Counties of Cameron, Clearfield and Elk.
Local Government Research Corp., State College, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Aug 76
Note—85p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Academic Aspiration, Adults, College Bound Students, Community Colleges, *Community Surveys, Delivery Systems, Educational Needs, Educational Opportunities, Employer Attitudes, *Feasibility Studies, *Junior Colleges, *Noncampus Colleges, Outreach Programs
Identifiers—Pennsylvania (Cameron County), Pennsylvania (Clearfield County), Pennsylvania (Elk County)

An extensive opinion survey and feasibility study was undertaken to determine whether student and adult residents of Cameron, Clearfield, and Elk counties, Pennsylvania felt a need for a community college "without walls" to serve the area. The college without walls involves using existing educational facilities in local areas without building new buildings, offering courses throughout the area in convenient geographic locations, obtaining instructional services from existing institutions and personnel, and effecting an open admissions policy. Survey responses came from over 4,000 high school students, from over 2,400 adults, and from nearly 70 business, industry, and professional persons; responses indicated a generally favorable attitude toward the proposed college program. In evaluating survey results and comparing them with actual experiences at other state community colleges, a first year enrollment of from 150-200 full-time equivalent (FTE) students was reasonably projected, with enrollment growing to 500-550 over the first five years. Students would be both recent high school graduates and adults. The greatest interest of respondents was in two-year technical or career training programs. Funding is discussed, administrative organization is reviewed, and the various survey forms are appended. (TR)

0300 STUDIES AND PLANNING—STATE AND REGIONAL

(80)

ED 110 849
Parker, Robert
A Study of the Coordination of the Higher Adult Education Function Within State Systems.
Pub Date 18 Apr 75
Note—16p.; Paper presented at the Adult Education Research Conference (St. Louis, April, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Educational Administration, *Educational Coordination, Educational Planning, Educational Programs, *Higher Education, State Programs, *State Surveys

The paper reports the findings of a two-tier data survey involving the chief executive officers of State systems of higher education in determining the extent of their coordination-control of higher adult education. The first general phase of the study indicated that 42 of the 50 systems surveyed had responsibility for higher adult education. In phase two, the 12 State systems having a high degree of involvement in the coordination-control of higher adult education were grouped into three basic models: the voluntary model, the central unit plus regional organizations model, and the central unit at the State level model. Major findings of phase two indicate that a majority of the 12: play a major part in the administration and governance, conduct statewide planning, pay more attention to planning outcomes than to actual planning, allocate functions to institutions according to their strengths and capabilities, have authority over program review, pay slight attention to resource allocation and utilization, take part in evaluation, assign jurisdiction over programing based on the nature and mission of the institution, do not provide financial aid to adult part-time students on a par with full-time on campus students, and rarely employ non-traditional formats. (JR)

(81)

ED 113 455
Kurland, Norman D.
Study of Adult Education--Progress Report.
New York State Education Dept., Albany.
Pub Date 7 Apr 75
Note—18p.; For related documents, see CE 004 950 and CE 004 952-4
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Counseling, *Adult Education, Adult Learning, *Continuous Learning, Financial Support, Futures (of Society), Information Dissemination, *Program Planning, *State Programs
Identifiers—New York

A summary of the first nine months of the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the report has further explored what public policies and programs might serve to increase the participation of adults in individualized learning activities by examining the issues of: (1) financing, (2) information, (3) counseling, (4) adult learning goals, and (5) the role of the media, particularly television. An approach to financing adult learning that has generated much interest has been a universal lifelong educational entitlement plan to guarantee access to education for individuals throughout their lives. Several State papers related to the concept are presently being considered at the national level. Other possibilities being explored are the opportunities available through private resources. Effective information dissemination appears to be through existing agencies. Additional study is needed to determine how augmented vocational/educational counseling services can be provided. Only preliminary probes have been made into the issues of adult learning goals and the role of educational television. Action plans include discussion at State/regional adult education conferences, continued participation in the national exploration of the entitlement concept, and increased publicity on the lifelong learning concept. (EA)

(82)

ED 113 478
The Demography of the New York Population of Educationally and Economically Disadvantaged Adults.
New York State Education Dept., Albany. Bureau of Post-Secondary Continuing Education.
Pub Date Jun 75
Note—33p.; Revised, June, 1973; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Characteristics, *Adult Education Programs, Census Figures, *Demography, *Economically Disadvantaged, Educational Background, *Educationally Disadvantaged, Educational Needs, Educational Objectives, Educational Opportunities, Females, *Post Secondary Education, Senior Citizens, State Surveys, Tables (Data)
Identifiers—*New York

The document examines the adult population of New York State demographically in terms of potential participation in postsecondary continuing education. Information is divided into four sections of supplemental data. Section one, New York State Population, discusses the general characteristics of the adult population (those 25 and over). Section two, Educational Levels, state that less than 12 years of schooling has been received by 47 percent of the State population, with 31 percent receiving 12 years of schooling, and 22 percent having 13 or more years of education. Potential participants in the educational programs number 3.5 million. Section three, Specific Populations to Be Served by Postsecondary Continuing Education, examines women, senior citizens, and the educationally and economically disadvantaged. It is stated that this last group is in the most need of, and least represented in, continuing education programs. Section four, Summary of Report, presents the specific group statistics. Federal census data and estimated adult learning audience for New York State (1970), a list of 1974 New York State legislative bills concerning senior citizen education, two tables regarding New York State's economically disadvantaged, data on the Higher Education Act of 1965, and a legislative memorandum regarding program support are appended. (LH)

(83)

ED 118 838

Maryland Statewide Project to Strengthen Community Service Programs in Institutions of Higher Education. Title I, HEA Final Project Report.

Maryland Univ., College Park. Univ. Coll.

Pub Date [75]

Note—360p.; Not available in hard copy due to marginal print quality of original; Prepared by Division of Conference and Institutes

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Community Involvement, *Community Service Programs, Community Support, *Higher Education, Needs Assessment, Program Content, *Program Descriptions, Program Design, Program Development, Program Evaluation, Program Improvement, Program Planning, Questionnaires, School Community Cooperation, *School Community Programs, Seminars, *State Programs, Statewide Planning, Workshops

Identifiers—Maryland

The first 38 pages of the document describe the project designed to develop a coordinated, comprehensive system to deliver community services and continuing education services throughout Maryland higher education institutions. Discussed are project objectives, operations, and accomplishments, the final evaluation summary, the impact on the community, the prior history of the project, faculty involvement, and student involvement. The remainder of the document consists of 14 appendixes: needs assessment instruments and summary of needs assessment questionnaire, attendance at committee meetings, management program materials and evaluation of management programs, evaluation of proposal writers institute, case studies for promoting and publicizing programs and evaluation of promoting and publicizing programs, evaluation of the conference on the Continuing Education Unit, program planning workshop materials and evaluation of the program planning workshop, evaluation seminar materials and evaluation of the evaluation seminar, summary of data from Statewide Conference on the Future of Community Services and Continuing Education, instrument and summary of overall project evaluation, rosters and lists of project program participants, photo essay and brief report on the project, schematic conceptualization and planning line of the project, and sample promotional flyers for project programs. (JR)

(84)

ED 120 243 95

Barlow, Bruce M. Timireos, Carmen R.

Colorado Adult Needs Assessment. Final Technical Report.

Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver. Div. of Adult Education.

Spons Agency—Office of Education (DHEW) Washington, D.C.

Pub Date Oct 75

Note—312p.; For the summary report, see TM 005 203

EDRS Price MF-$0.83 HC-$16.73 Plus Postage

Descriptors—*Adult Characteristics, *Adult Education, Adult Education Programs, *Adults, Attitudes, Citizen Participation, Community Agencies (Public), Community Attitudes, Educational Needs, Employer Attitudes, *Needs Assessment, Questionnaires, Research Methodology, *State Surveys

Identifiers—Colorado, *Colorado Adult Needs Assessment

Three different surveys were collected to gather data about adult occupational, educational, and related needs; agency services available to adults; and the businessman's requirements and perceptions about adult needs. The thrust was to gather data to help identify educational needs and attitudes of adults, age sixteen and older, not enrolled in a formal educational program. Data collection took place from August to October, 1974, for the Citizen's survey and from October to December, 1974, for the Employer and the Agencies mail-out surveys. Data was gathered across the thirteen Planning and Management District Areas. The Citizen's survey resulted in 5,337 usable personal interviews. Equal number of households were assigned to each Planning and Management district with a balanced representation from both rural and urban areas. The Employer's survey included employers with as few as four employees as well as those employing 500 people or more. The return rate for this survey was 33 percent out of 1,500 employers in the agencies that provide all types of services to adults, i.e., health, legal, and employment services; two and four year colleges; etc, with a response rate of 39.6 percent out of 978 agencies identified. This full technical report describes the surveys in detail as well as methodology and results. (RC)

(85)

ED 120 244 95

Barlow, Bruce M. Timireos, Carmen R.

Colorado Adult Needs Assessment Summary Report.

Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver. Div. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—30p.; For the full technical report, see TM 005 202

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Adult Characteristics, *Adult Education, Adult Education Programs, *Adults, Attitudes, Citizen Participation, Community Agencies (Public), Community Attitudes, Educational Needs, Employer Attitudes, *Needs Assessment, *State Surveys

Identifiers—Colorado, *Colorado Adult Needs Assessment

In summation of the three surveys which comprised the total Adult Needs Assessment, four basic generalities describe the adult learning situation in Colorado. (1) The people recognize and appreciate adult learning as a necessary and desirable means toward improving their lives. Their view toward education is serious and mature. (2) The public agencies are making an aggressive effort to serve their consituencies but are frustrated by an inability to meet their own existing objectives. There is an urgent need for steady funding to enable the attainment of those objectives and to permit operational efficiencies through reduction of inter-agency referral traffic. (3) The employer community recognized a need for adult programs in their localities and while it is reluctant to provide monetary support to fulfill those needs, it would consider providing ancillary support to the right kind of programs. Employers in general recognize and acknowledge the benefit to themselves accruing from employee participation in adult programs. (4) Opinions of past learning programs are positive both in terms of attitudes toward those experiences and in an expressed desire for future participation. Adult Education Programs have enabled people to achieve diplomas and continue to improve themselves by participating in other more advanced programs. Clearly these activities must be continued. (RC)

(86)

ED 120 419

Dickinson, Gary

Education and Training of British Columbia's Adult Population: Extracts from 1971 Census Reports.

Pacific Association for Continuing Education, Burnaby (British Columbia).

Pub Date Nov 75

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Adult Educators, *Adults, Age, *Census Figures, Demography, *Educational Background, Ethnic Distribution, *Foreign Countries, Geographic Distribution, Tables (Data), *Vocational Education

Identifiers—*British Columbia

The report, consisting of tabular compilations and interpretations of adult data from the 1971 Canadian Census, is presented for the interest and use of adult educators. The data, based on a one-third sample of the total population, pertains to the educational and training levels of British Columbia's adult population. The census showed that 7.5% of the adult population had less than a fifth grade education. Levels of schooling tended to be higher in urban than in rural areas; 35.7% of rural adults compared to 27.4% of urban adults had less than a ninth grade level education. A wide range of schooling was indicated for the members of 11 ethnic groups. A total of 260,275 persons or 16.5% of persons aged 15 and over had completed a vocational course, which represented a higher rate of training than in any other Canadian province. The largest number of adults had completed courses in fields classified as office and secretarial; manufacturing, assembling, and repairing; health; and service. The highest rate of vocational course completion was in the 25-34 age group and for those who had attended grade 13. (EA)

(87)

ED 120 445

Ziegler, Jerome M.

Continuing Education—Lifelong Learning.

Pub Date 22 Oct 75

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, *Continuous Learning, *Educational Problems, Enrollment, University Extension

Identifiers—*Pennsylvania

The document presents a discussion of continuing education in Pennsylvania in relation to the state of the art nationwide. At the national level, adult education participants (15,734,000) was double the number of college students during 1971-72. Continuing education is defined for Pennsylvania as "a course/activity which is considered to be outside the regular administrative structure and schedule." The 102 institutions reporting offerings in adult/continuing education courses involve: (1) 11,428 full-or part-time faculty in 1,008 locations, (2) 1,709 distinct offerings with 18,391 sections, and (3) 447,214 total resignations. Problems in the implementation of continuing education are listed, and recommendations for the establishment of a task force for the purpose of studying the issues are presented. (Author/EC)

(88)

ED 120 531

Report to The North Carolina State Board of Education on Adult Basic Education.

North Carolina State Dept. of Community Colleges, Raleigh. Div. of Adult Services.

Pub Date 4 Dec 75

Note—38p.; Not available in Hard Copy due to marginal quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, *Program Descriptions, Program Evaluation, Student Attitudes

Identifiers—*North Carolina

The report to the North Carolina State Board of Education regarding the status of adult basic education (ABE) in the 57 institutes belonging to the North Carolina Community College System is presented in two parts. The first part consists of an overview of the operations of the ABE program, which offers educational opportunities to undereducated adults who are over 16 years old and are not enrolled in any public school or have under 12 years of schooling. The program focuses on two educational levels: Grades 0-8 and Grades 9-12. Classes are held wherever students find it convenient to meet. Various teaching methods are applied: films, filmstrips, television, outside speakers, field trips, individualized materials, and group discussions. At the secondary level, the program is based on the High School Equivalency Program and the Adult High School Diploma Program. Staff development programs for the part-time ABE instructors have used pre- and in-service education, workshops, and a university consortium. The second part of the report contains 43 pages of student comments on the ABE program in reading and writing conducted in Richmond County and Scotland County. The reports focus on "What Adult Education Means to Me." (EC)

(89)

ED 121 949

Sjogren, Douglas Jacobson, Larry

Cataloging Adult Education Programs in Region VIII and In-Depth Study of Selected Exemplar Programs. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0063VA

Pub Date Jan 76

Grant—OEG-0-74-1817

Note—88p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education Programs, *Catalogs, Demonstration Programs, *Directories, Field Studies, Indexes (Locaters), Program Content, *Regional Programs, *Research Methodology, State Programs

Identifiers—*Colorado, Region 8

The final report of a project that developed a catalog of all 4,783 adult education programs in Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming) is presented. The document discusses two aspects of the project: (1) the development and implementation of the catalog and (2) the identification and in-depth study of nine successful adult education programs. The catalog itself and the nine studies are not included. The catalog project staff, program identification techniques, catalog assembly and distribution, and costs are discussed, with four tables providing summary data on the programs by State and region, and catalog evaluation. Reaction to the catalog was neutral, and it is stated that in its present form, the catalog has limited utility at the local level. Procedures for conducting studies of the nine programs included identifying appropriate programs and gathering information through on-site visits. The bulk of the document is taken up by appended material, which includes: the instructions and program information report form (five pages); catalog coding and computer procedures (six pages); introduction and indexes for the Colorado catalog (40 pages); and observation and interview forms used for program evaluation (12 pages). (LH)

(90)

ED 122 048

Goodgame, Doug And Others

The Analysis and Definition of Job Types Within the Adult Basic Education Career Field in Texas.

Texas A and M Univ., College Station. Texas Transportation Inst.

Spons Agency—Texas Education Agency, Austin. Div. of Adult and Continuing Education.

Pub Date Aug 75

Note—113p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

Descriptors—*Adult Basic Education, Adult Education Programs, *Adult Educators, *Job Analysis, Job Skills, Occupational Information, *Occupational Surveys, Program Effectiveness, Research Methodology, *State Programs, Tables (Data), Task Analysis

Identifiers—Job Inventories, *Texas

The document presents the final report of a study to (1) identify job types in adult basic education in Texas and (2) provide a job-related basis for making management decisions at the State level, affecting local programs in adult basic education. A job inventory instrument was developed, containing 23 duties and 539 tasks, and was administered to the approximately 2,711 adult educators in Texas, with a 60% return rate. The Comprehensive Occupational Data Analysis Programs (CODAP) processed and analyzed the occupational data. Three significant job types within the adult basic education career field were identified: (1) mathematics and general education degree (GED) preparation; (2) communication skills, basic education, and ESL; (3) mathematics, communication skills, GED preparation, and basic education. A discussion of the problem, review of related literature, examination of the research procedures, presentation of data (through 22 tables), and summary, conclusions, and recommendations are presented. Appended material includes the job inventory utilized in the study (40 pages) and description of CODAP data summaries. It is recommended that the Texas Education Agency, which administers all adult education programs in the State, develop a personnel and position requirement program. (LH)

(91)

ED 122 146

Heffernan, James M.

A Synthesis of the Clearwater Conference for Directors of State Studies of Adult Education (Clearwater, Florida, January 26-28, 1976).

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Mar 76

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Conference Reports, Educational Assessment, *Educational Development, Educational Needs, Educational Policy, *Educational Strategies, Futures (of Society), Needs Assessment, State Officials, *State Programs

A report is presented of the Working Conference for Directors of State Studies of Adult Education, held in Clearwater, Florida from January 26-28, 1976. The conference provided a forum for issues emerging from State studies, study designs used, strategies for implementing recommendations, and future projections and was attended by over 40 people from throughout the country. Main issues included (1) advancing the state of the art of adult education needs analysis, and (2) policy development for adult and lifelong learning strategies. A brief overview describes the conference participants and their reactions. Conference accomplishments are outlined under the following headings: the present state of the art: rationale and methodology; broadening perspectives; implementation of State studies: moving toward lifelong learning. Final comments reiterate the conference as a fruitful beginning. The conference agenda and list of participants are included. (LH)

(92)

ED 122 689

A Five-Year Plan for Postsecondary Education in California: 1976-81.

California State Postsecondary Education Commission, Sacramento.

Pub Date Dec 75

Note—145p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, Community Colleges, Educational Objectives, *Educational Planning, *Higher Education, *Post Secondary Education, Program Descriptions, Proprietary Schools, State Colleges, *State Programs, State Universities, *Statewide Planning, Trend Analysis

Identifiers—*State University System of California

The Five-Year Plan has been prepared by the California Postsecondary Education Commission as a part of its responsibility for planning and coordination of postsecondary education within the State. The initial Five-Year Plan inaugurated a new approach to educational planning in California. The 1960 Master Plan for Higher Education was concerned with the three public segments of higher education--the University of California, the State Colleges, and the Community Colleges--and to a limited extent with independent higher education. The Commission's updated plan for postsecondary education includes new elements: proprietary schools and new patterns of adult education. (Author/KE)

(93)

ED 123 428

State Advisory Councils on Adult Education.

National Advisory Council on Adult Education, Washington, D. C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—32p.

EDRS Price MF-$0.83 HC-$1.80 Plus Postage.

Descriptors—Administrator Selection, *Adult Education, *Advisory Committees, Educational Finance, *Educational Legislation, Federal State Relationship, *National Surveys, State Boards of Education, State Federal Aid, State Programs, State Surveys, Tables (Data), Vocational Education

Identifiers—*Adult Education Act

The document presents a status report and summary of State advisory councils on adult education. It is not restricted to those councils using Federal funds, but reports on all adult education advisory activities at the State level from the 50 States and other possessions and territories. Pertinent portions from the Adult Education Act concerning State advisory councils on adult education are excerpted. Based on interviews conducted during the summer of 1975, the survey report of State advisory councils presents the following information (alphabetically, by State): name of advisory body; authorization and/or appointment authority; whether it has written rules, records, and operation policy; whether the public is represented; and any additional comments. Profiles from each State are also provided. The methods of selecting State boards of education and chief State school officers are also reported alphabetically by State. Concluding the document is a report of the amount of FY 1975-76 Federal funding allocated to States for vocational education, vocational education advisory councils, adult education, and the adult education administrative allotment. (BC)

(94)

ED 124 047

Champagne, Joseph E.

Higher Education. Lifelong Learning and Community Service: A Profile of Action and Responsibility.

Houston Univ., Tex. Center for Human Resources.

Pub Date 75

Note—166p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, *Community Services, *Continuous Learning, Enrollment Trends, *Higher Education, *School Community Relationship, Statewide Planning

Two projects, designed to serve as technical input to the developing Texas State Plan for Higher Continuing Education, focused on: (1) enrollment trends and needs, institutional activities, and statewide planning across the nation; and (2) higher education and community services. Both projects involved extensive survey work of institutional visits across the country, and interaction by mail, phone, and personal visits with hundreds of practitioners in the field. This document is an update of a 1974 project report. It revises the two project reports and includes the results of the research of the project on higher education and community services. Presented are: (1) current issues and participation; (2) urban college and university programs in lifelong learning; (3) college and university programs in community service; (4) statewide planning and programs for the adult learner through higher education. Statistical data and recommendations are also included. (Author/KE)

(95)

ED 126 256

Maryland Community Service/Continuing Education Project (CS/CE Project): Final Project Report.

Maryland Univ., College Park. Conferences and Institutes Div.

Pub Date [76]

Note—113p.; Portions of Appendixes A and C may not reproduce well in microfiche due to poor contrast

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, *Adult Education Programs, Adult Educators, Communications, *Community Service Programs, *Inservice Education, Interinstitutional Cooperation, Leadership Training, Needs Assessment, Professional Continuing Education, Professional Education, *Professional Personnel, Program Administration, Program Development, *Program Improvement, Program Planning, Projects, Publicize, Public Relations, *Statewide Planning, Workshops

Identifiers—Maryland

The Maryland Community Service and Continuing Education (CS/CE) project for strengthening CS/CE programs aimed: (1) to provide a continuing process for inservice training and development of personnel engaged in CS/CE; (2) to establish and maintain mechanisms for communication and cooperation among those involved in Maryland's CS/CE programs; and (3) to

improve the CS/CE enterprise's ability to respond relevantly to and provide leadership for the changing educational needs of Maryland citizens. The project's constituency was professional staff within Maryland higher education institutions and other organizations who were primarily involved with the development, administration, or management of CS/CE programs. Specific 1976 training activities (summarized) were a series of workshops which addressed program planning and development, management, and program promotion, the needs which had ranked highest in a 1975 assessment. A newsletter and a series of dialogs (briefly described) answered communication needs. Participant feedback indicated reasonable success and validated the needs assessment findings. Included in the 30-page report are lists of participating faculty and project materials, and demographic data. Appended materials are comprised of: (1) the needs assessment instrument and survey results; (2) program planning committee rosters; (3) copies of the project newsletter; (4) workshop evaluation summaries; and (5) a newsletter critique. (AJ)

(96)

ED 127 934

Bramble, William J. Mertens, Donna M.

Results of Appalachian Education Satellite Project Needs Assessment Conferences. Technical Report No. 14.

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Technical Applications Div.

Report No—AESP-TR-14

Pub Date Jun 76

Contract—NIE-76-100C0-3009A-76-C2-OE-0226

Note—120p.; For related documents, see ED 125 594-595

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education, Business Education, *Communication Satellites, Conference Reports, Depressed Areas (Geographic), Educational Improvement, *Educational Needs, Educational Planning, Educational Technology, Elementary Secondary Education, Experimental Programs, Higher Education, Human Resources, Information Needs, Inservice Teacher Education, Instructional Media, Interstate Programs, *Manpower Needs, Medical Education, *Needs Assessment, Regional Programs, Rural Education

Identifiers—AESP, *Appalachian Education Satellite Project

An assessment was conducted to determine the needs of people in Appalachia for continuing education, adult education, in-service education, and undergraduate and graduate education for college credit. Needs have been categorized in five areas: education, medicine and health, business and industry, human resources and services, and government. The first section of this report provides an overview of the methodology used in the needs assessment. The next five sections report the results of needs assessment ratings, area priorities, additional needs, and utilization schedule data for each of the five areas. The last section summarizes the assessment and an appendix gives a complete list of additional needs in the five areas. (CH)

(97)

ED 141 586

Reardon, Francis J. And Others

Needs of the Lifelong Learner: The View of Agents and Consumers.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Apr 77

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Attitudes, Admission Criteria, Adult Education, Adults, Community Colleges, *Continuous Learning, Counseling Services, Courses, Credits, *Educational Attitudes, *Educational Needs, Educational Research, Higher Education, *Needs Assessment, Student Financial Aid

Identifiers—*Pennsylvania

A survey employing the Delphi technique was used to explore lifelong learning needs in Pennsylvania. Respondents included agents (those involved in the educational system such as administrators, faculty, broadcasters, librarian, and others) and consumers (representatives of groups of people who might pursue lifelong learning). Results revealed differences between these groups, consumers seeing more needs than agents. Differences also existed among agents. Community college staff readily accepted open admission, while staff from State-related universities and private colleges opposed the idea. The general view of the groups surveyed seemed to be that lifelong learners have a broad range of needs and that those learners must bear a substantial portion of the cost of those services. Results showed primary needs as including limited requirements for admission to educational programs to encourage broad participation, widespread availability of academic and vocational counseling, and development of tests to supplement the College Level Examination Program (CLEP) tests for crediting experience. The authors note that conflicts and disagreements among the respondents prevented simple interpretation of the data, concluding that the lifelong learner has a great many needs and people currently in the system do not yet agree on how to respond to them. The results of the survey, organized into eight categories, are appended. (SH)

(98)

ED 151 032

Report for Florida Community Colleges, 1976-77.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date Feb 78

Note—157p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education Programs, Articulation (Program), Community Colleges, *Educational Finance, *Educational Philosophy, Enrollment, *Enrollment Trends, Expenditures, *Junior Colleges, Program Costs, State Aid, State School District Relationship, *Statewide Planning, *Statistical Data, Teacher Salaries, Vocational Education

Identifiers—*Florida

This report attempts to answer the questions most frequently asked by legislators, state agencies, external agencies, citizens, administrators, faculty, and students about Florida's 28 community colleges. Introductory sections describe the Florida public community college system history, philosophy, goals, and organization. Material on financial support, articulation, and legislative regulations pertaining to establishment of occupational, vocational, and general adult education programs is presented. The bulk of the report consists of 24 data tables that review: fall 1976 opening and end of term enrollments by class, program, and first-time, returning, or transfer status; winter and summer 1977 end of term enrollment by program; annual unduplicated and FTE (full-time equivalent) enrollment by term and discipline; annual occupational, developmental, and community instructional service programs headcount; dual enrollment and early admissions; degrees and formal awards; annual salaries for full-time instructional and non-instructional personnel; fringe benefits for faculty; revenues and receipts for current funds; educational and general expenditures; full cost summary; and direct cost of instruction. Its unusual balance of local control with state coordination and support has made the Florida master plan a national model for long-range planning and organization. (TR)

(99)

ED 153 508

Hodgkinson, Harold L. Shear, William M.

Postsecondary Alternatives: Meeting California's Educational Needs. A Feasibility Study. Third Technical Report: Noninstructional Services as Postsecondary Alternatives.

California State Legislature, Sacramento. Joint Committee on Postsecondary Education.

Pub Date Sep 75

Note—96p.; For related documents see HE 009 361-362, ED 135 434, ED 127 422

Available from—Assembly Publication Office, Box 90, State Capitol, Sacramento, CA 95814 ($2.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Counseling, *Adult Students, *Ancillary Services, Career Planning, Certification, Educational Counseling, Higher Education, Post Secondary Education, Referral, Self Evaluation, *State Colleges, *State Universities, Student Needs, *Student Personnel Services

Identifiers—*California, Prior Learning

As one of the technical reports resulting from a study of postsecondary alternatives in California, this report proposes that the state give serious consideration to the provision of a variety of noninstructional services to adults in the state, based only on people's interests and needs. These services include: diagnostic counseling; educational and career counseling; assessing competencies; including prior learning; certification; planning for growth; organizing and recording learning in a meaningful way; gathering, storing, and providing information; referral; advocacy; and self-evaluation. The principles involved, the model, and the costs and details of implementation are discussed. (MSE)

(100)

ED 153 509

Sahner, Marcia B.

Postsecondary Alternatives: Meeting California's Educational Needs. A Feasibility Study. Second Technical Report: Inventory of Existing Postsecondary Alternatives.

California State Legislature, Sacramento. Joint Committee on Postsecondary Education.

Pub Date Sep 75

Note—241p.; For related documents see HE 009360 and 362, ED 125 434, ED 127 422

Available from—Assembly Publication Office, Box 90, State Capitol, Sacramento, CA 95814 ($5.50)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Education, *Community Development, Community Services, Commuting Students, Consortia, Educational Policy, *External Degree Programs, Individualized Instruction, Individual Study, *Nontraditional Students, *Part Time Students, Post Secondary Education, State Government

Identifiers—*California

Described are current postsecondary educational programs in California that are designed primarily for: (1) over-25 adults with job and family responsibilities that preclude full-time residence degree study and (2) younger adults interested in a form of education that does not preclude wage earning and continuing involvement in their local communities. These programs are made available through the adult education component of the state department of education, proprietary schools, community colleges, the state university and colleges, the University of California, independent colleges and universities, and noncollegiate organizations. The general characteristics of the programs are described, and an across-segment review of the state's educational resources is included for: (1) continuing education for adults; (2) part- time degree study; (3) external degrees; (4) individualized study; (5) vocational or professional education; (6) consortia; (7) community development and community services; and (8) opportunities for underserved groups. Some changes in state policy are recommended. (MSE)

(101)

ED 154 139

Boggs, David L. And Others

Ohio Citizens Eligible for Adult Basic Education.

Pub Date Apr 78

Note—44p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Access to Education, *Adult Basic Education, Demography, Educational Attitudes, Educational Demand, *Educational Interest, Educationally Disadvantaged, *Enrollment Influences, Illiterate Adults, *Learning Motivation, Learning Readiness, Participant Characteristics, *Program Attitudes, State Surveys, Student Recruitment

Identifiers—Ohio

A sample of 1,536 persons in Ohio who are eligible for Adult Basic Education (no longer in school, sixteen years of age or over, and with less than twelve years of school) were interviewed by

telephone to determine the awareness of Adult Basic Education (ABE) among eligible Ohioans, the characteristics of eligible Ohioans, and requirements and conditions for attending ABE. The conclusions include the following: (1) persons eligible for ABE and those interested in the program had contrasting characteristics, (2) while ABE had a 59.6% recognition factor, it was not especially known to the person who seemed most inclined to enroll, (3) while popular wisdom says word-of-mouth recruitment is the best, secondary and less personal sources of information accounted for over half of eligible persons' awareness of ABE, (4) the predominant reason given for being disinterested in ABE was being too old to learn, (5) approximately 25% of the respondents evidenced serious interest in ABE which is approximately 662,500 persons or about sixteen times the number presently enrolled, (6) regarding the requirements and conditions for attending ABE, location of the classes and time/distance factors seemed critical to approximately half the interested respondents, and (7) occupational and economic objectives offer less incentive to participation in ABE than purposes of personal satisfaction. (Twelve tables of data are attached.) (EM)

(102)

ED 155 264

Educational Opportunities Through Federal Assistance Programs, Fiscal 77.

Ohio State Dept. of Education, Columbus.

Pub Date 77

Note—25p.; This document contains many photographs which are not reproducible.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Annual Reports, *Compensatory Education, Educationally Disadvantaged, Educational Opportunities, *Educational Programs, Elementary Secondary Education, Handicapped Children, Migrant Child Education, Minority Groups, Public Education, *State Departments of Education, *State Federal Aid, Statistical Data

Identifiers—*Elementary Secondary Education Act Title I, *Elementary Secondary Education Act Title IV

In this publication, the 12th annual report of the Division of Federal Assistance in the Ohio Department of Education, division activities during the 1976-77 school year are summarized. Statistical, fiscal, and graphic data are presented. The purpose, size and scope of various programs administered by the division are reviewed. The impact of educational opportunities provided through various acts and titles are explained in an assessment of progress made during the past five years. During fiscal 1977, the Division of Federal Assistance was responsible for seven distinct areas covered by the Elementary and Secondary Education Act. These included four Title I programs, designed to meet the instructional needs of educationally disadvantaged, handicapped, and institutionalized children and children of migratory agricultural workers; two Title IV programs; and an Adult Basic Education program. Three other Federal programs were also delegated to the division. (Author/GC)

(103)

ED 155 338

Doty, Charles R.

Full Time Equivalent (FTE) and Definitions for Postsecondary Vocational Education and Adult Vocational Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 20 Jan 78

Note—96p.; Portions of the Appendix will not reproduce well due to poor print quality in the original document

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Administrative Problems, *Adult Education, Articulation (Program), Continuation Students, Credits, Definitions, Educational Finance, Enrollment, Evening Students, Expenditure Per Student, Part Time Students, *Post Secondary Education, *Program Administration, Program Development, Supervision, *Vocational Education

Identifiers—*Full Time Equivalent Student, New Jersey

Due to federal and state legislation there has developed a situation of confusion regarding the establishment, maintenance, and supervision of postsecondary and adult vocational education, particularly where a division of higher education and a division of vocational education exist in a state. A study undertaken in New Jersey identified four problem areas related to this situation. They were exact counting of different persons who are enrolling in postsecondary and adult vocational programs; definition of a full time equivalent student (FTE); equating FTE for postsecondary and adult vocational education in secondary institutions and higher education institutions; and apportioning funds. Based on these problem areas, seven research questions were formulated. A descriptive research design was implemented to collect the data. Personnel involved with postsecondary and adult vocational education in the New Jersey Department of Education and the Office of Community Colleges and other agencies were first interviewed. Following a review of the literature and the development of a plan of action for the study, a national survey of all state directors was then conducted. Next, a number of vocational educators were interviewed and a questionnaire was mailed to a sample of institutions within the state. Also, telephone interviews were conducted with randomly selected institutions. The results were analyzed and reported for problems one, two, and three. It was concluded that problem four could not be worked on during this project due to limited time. (Included is a large appendix containing data collection instruments, data tables, and other related materials.) (JH)

(104)

EJ 150 935

The Status of Adult Vocational Education in Wisconsin Franken, Marion E., *Wisconsin Vocational Educator*, v1 n1, pp2-4, F 76

*Adult Vocational Education, *Adult Education Programs, *Program Effectiveness, Advisory Committees, Student Enrollment, Student Needs, State Surveys, Financial Support, Program Evaluation, Vocational Education Teachers, [Wisconsin]

Describes a study involving two surveys of users and non-users of adult vocational education in the state to determine (1) whether enrollee and public needs are being met and (2) the financial equity of adult education in relation to regular local level programs. Findings are grouped into 16 categories and 15 recommendations are presented. (SH)

(105)

EJ 180 879

Eliminating State Lines: Regional Cooperation for Life Skills Instruction Fischer, Joan K.; Evanson, Jane L., *Adult Literacy and Basic Education*, v1 n3, pp34-40, F 77

*Adult Basic Education, *Program Effectiveness, *Regional Cooperation, *Daily Living Skills, *Educational Assessment, *Cooperative Planning, Regional Programs, Program Improvement, Interstate Programs, Educational Objectives, [New England]

Describes a regional effort undertaken in New England for implementing life skills instruction. Discusses the impact of the project on students, programs, project members, and region. (EM)

0350 STUDIES AND PLANNING—NATIONAL LEVEL

(106)

ED 110 681

Equity of Access: Continuing Education and the Part-Time Student. 9th Annual Report.

National Advisory Council on Extension and Continuing Education, Washington, D.C.

Pub Date 31 Mar 75

Note—77p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adult Education, Adult Education Programs, Adult Students, Advisory Committees, *Annual Reports, Continuous Learning, Directories, Educational Finance, *Educational Legislation, Educational Needs, Educational Policy, Federal Government, Federal Legislation, Government Role, *National Programs, National Surveys, *Part Time Students, Policy Formation, Program Evaluation, Statistical Data

The National Advisory Council's annual report focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis; in this regard, the council recommends the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens. In support of this policy, the council submits specific recommendations: (1) to help improve the access of adult part-time students to these opportunities, and (2) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf. A major task of the council was to complete a congressionally mandated evaluation of Title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). The recommendations stemming from this evaluation are incorporated into the annual report. Appended to the summary of recommendations are: (1) a summary of supportive statistical data on adult part-time students, presented in narrative form, with an attached copy of the council's letter to United States senators, recommending appropriate actions, (2) a report from the Community Service and Continuing Education Program (Title I) to the council; and (3) a directory of State-supported Title I projects. (Author/AJ)

(107)

ED 120 470 **CE 006 768**

Lee, Arthur M.

Learning a Living Across the Nation. Vol. 4, Part 1: Narrative Report. Project Baseline Fourth National Report. Baseline Year: 1973-74 (Fiscal Year 1974).

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—OEC-0-72-0414

Note—144p.; For related documents, see CE 006 769-670; Some charts may not reproduce clearly due to quality of originals

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—Adult Education, *Annual Reports, Data Analysis, Demonstration Projects, *Educational Assessment, Educational Finance, Educational Legislation, Educational Planning, Educational Programs, Enrollment Trends, Federal Legislation, Information Systems, Manpower Development, *National Surveys, Personnel Data, Placement, Post Secondary Education, Secondary Education, *State Programs, *Vocational Education

Identifiers—*Project Baseline

The first of two parts, the narrative report examines vocational education programs and is based on State and Federal records and other sources. A summary of the report is presented and two recommendations are directed to Congress regarding the lack of coordination between vocational education and manpower training and

the lack of progress towards a solution to this problem. The state of vocational education through 1973-74 is analyzed based on enrollment, expenditures, completions and placements, instructional personnel, manpower. An assessment of the impact of vocational education research and demonstrations is presented according to the following categories: Federally administered research, State administered research, Federally administered exemplary programs, and State administered exemplary programs. The quality of information supplied by the States have improved over the last four years with the use of computers for processing data. A discussion of the present status of information systems is presented on a national and State-by-State basis. Appended materials include: (1) national summary of vocational education (1971-1974); (2) 1974 national data on vocational education teacher shortages, assignments, and career education; (3) a paper on measuring the impact of research and demonstration projects; (4) State management information processing data; and (5) definitions of vocational education terms. (Author/EC)

(108)

ED 120 471

Lee, Arthur M. Fitzgerald, Dorris

Learning a Living Across the Nation. Vol. 4, Part 2: Statistical Almanac. Project Baseline Fourth National Report. Baseline Years: 1973-74.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—OEC-0-72-0414

Note—111p.; For related documents, see CE 006 768 and CE 006 770; Tabular material may not reproduce clearly

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, *Comparative Analysis, Educational Finance, *Educational Programs, Enrollment Rate, Expenditures, *National Surveys, Personnel Data, Placement, Post Secondary Education, Secondary Education, State Federal Support, State Surveys, *Statistical Data, *Tables (Data), *Vocational Education, Vocational Education Teachers

Identifiers—*Project Baseline

The statistical almanac makes up two of Project Baseline's fourth national report, a study of vocational education programs based on State and Federal records and other sources. A series of 75 tables are presented in three sections. Section one contains 37 one-year tables based on State data collected in fiscal year 1974. Tables are divided into four groups: enrollment figures, completion and placements, expenditures, and teacher and teacher education information. Section two contains four year comparison tables based on State data collected during 1971-74. Comparisons are made between the years by State and by area of concern: enrollments, completions and placements, expenditures, and teachers. Section three contains three miscellaneous tables: one table depicts the purchasing power of vocational education expenditures over the past 11 years, and two one-year tables show 1973-74 enrollments in special programs which were completed too late for inclusion in the computer series. (Author/EC)

(109)

ED 123 458

National Advisory Council on Adult Education Annual Report: 1976.

National Advisory Council on Adult Education, Washington, D. C.

Pub Date 30 Mar 76

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00135-7, $0.75, by mail $1.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, *Advisory Committees, *Annual Reports, Educational Needs, Educational Problems, Program Evaluation

Identifiers—NACAE, *National Advisory Council on Adult Education

The 1976 annual report of the National Advisory Council on Adult Education (NACAE) summarizes council activities and recommendations on problems in the following areas: (1) parent/early childhood education, (2) program/administrative review, (3) adult education clearinghouse, and (4) State advisory councils. Recommendations for the reorganization of the Department of Health, Education and Welfare and the implementation of adult high school completion programs are discussed, followed by brief reviews of the Council's achievements and basic concerns. The document concludes with a call for dialogue on some basic questions in the development of adult education programs. Excerpts from the Adult Education Act related to the NACAE are included. A list of presidential appointees, the working structure of the council, and meeting activities for 1976 are also included. (EC)

(110)

ED 133 512

MERC Report: State Management Evaluation Reviews for Compliance. Final Report.

Sierra Planning and Research Associates, Reno, Nev.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 76

Contract—300-76-0465

Note—127p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrative Agencies, Adult Education Programs, Attitudes, Educational Legislation, Evaluation Criteria, *Evaluation Methods, *Federal Legislation, Interviews, Management, *Program Administration, *Program Evaluation, Questionnaires, *Standards, *State Programs, Vocational Education

A process assessment was conducted to determine the effectiveness of the procedure used by the Bureau of Occupational and Adult Education, U.S. Office of Education (USOE), in conducting State Management Evaluation Reviews for Compliance (MERC) with Federal legislation and regulations governing public vocational and adult education programs. The purpose was to assure that the continuation of the MERC process be of greatest value to the future relationship between Federal and State agencies. The objectives of this assessment were: (1) To determine the feasibility of continuing the program, (2) to determine ways to improve the process, (3) to identify cost to States for the review, (4) to identify benefits to the States, and (5) to identify benefits to USOE. Utilizing a structured interview approach, Sierra Planning and Research Associates (SPRA) contacted personnel in 5 of the 13 States which had been reviewed by MERC. SPRA also interviewed personnel in six regional offices and various personnel from the central USOE. Additionally, SPRA observed the MERC review in Idaho. A total of 87 persons were interviewed by SPRA, and data from these various sources yielded 14 recommendations which are categorized as follows: (1) The MERC process should be better organized, (2) communications should be improved among all personnel, (3) the MERC process should be reviewed periodically to remove or alter unsuitable items, and (4) the process should be systematized through the development and usage of a procedures manual. The general conclusion of the investigators is that the MERC process should be continued on a regular basis as practically all the people interviewed held the concept of MERC in esteem. (Author/HD)

(111)

ED 139 365

Palmer, Michael And Others

Priorities in Postsecondary Education. Report R-36.

Institute for the Future, Menlo Park, Calif.

Spons Agency—Arthur Vining Davis Foundations, Miami, Fla.

Pub Date Feb 77

Note—75p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Change, Continuing Education Centers, *Educational Change, *Educational Innovation, *Educational Needs, Females, Foundation Programs, *Futures (of Society), Health Education, Illiteracy, Low Income Groups, Older Adults, *Post Secondary Education, Prisoners, Public Libraries, Self Evaluation, Telephone Instruction

During the next few years, postsecondary education in the United States will undergo some important changes. Students will be older on the average; innovations will alter both course content and structure; and more education will take place outside the traditional system. Nine topic areas have been isolated that are believed to be of high priority in postsecondary funding. Each might well serve as a focal point for the programs of an educational foundation. The nine areas evolve from the concept of "educational need"--particular groups in society whose needs will grow in the next decade, a place or medium that will have growing educational possibilities, or an innovative program that might serve the needs of a wide range of special interest groups. The nine areas are: (1) self-assessment; (2) public libraries as adult education centers; (3) the telephone in education; (4) health education; (5) the adult illiterate; (6) the elderly; (7) low-income women; (8) prisoners; and (9) midlife or midcareer education and retraining. A reading list is provided. (Author/MSE)

(112)

ED 141 580

Froomkin, Joseph And Others

Adult Education 1972, A Re-Analysis.

Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Educational Policy Research Center for Higher Education and Society, Washington, D.C.

Pub Date May 77

Contract—300760026

Note—174p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, *Adult Education Programs, Adult Students, Age, Dropout Rate, Educational Background, *Educational Demand, *Enrollment Rate, Income, National Surveys, Participant Characteristics, *Program Length, Statistical Data, Student Characteristics, Student Participation

Identifiers—United States

The survey of adult education conducted by the National Center for Educational Statistics in 1972 is analyzed. The following facts are highlighted in the more detailed analysis of 1972 results: (1) The demand for hours of adult education is distributed in proportion to eligibles in each age and education group, (2) persons with lower levels of either education or income, or both, are likely to enroll in courses of longer duration, and (3) their dropout rate is consequently higher. Hence, it is recommended that special attention be given to restructuring courses for persons with lower levels of education to make them shorter. It is suggested that each module should have "some take home value." It was determined that income does not play as important a role in determining either the propensity to enroll, the number of hours contracted for, or the educational institutions in which adult students enroll. The policy implication of these findings is obvious: Additional subsidies to adult education are not a high priority item. The only possible exception to this generalization is the need to increase training opportunities for young, poor Americans. They are least likely to be trained by employers, and depend a great deal upon public moneys to cover their training costs. (Author/HD)

(113)

ED 142 725

Okes, Imogene E.

Adult Education in the Public School Systems, 1968-69 and 1969-70: The Complete Report with Historical, Analytical and Comparative Findings.

Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—177p.; Not available in hard copy due to small type of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, Educational Objectives, Educational Policy, *Educational Trends, *Elementary Secondary Education,

*Enrollment Rate, Enrollment Trends, Financial Support, Instructional Staff, *Junior Colleges, National Surveys, Policy Formation, *Public Schools, State Surveys, Statistical Data, Statistical Surveys, Student Teacher Ratio
Identifiers—United States
Based on the first survey of adult education in the public school system to be conducted by the U.S. Office of Education since 1958, the findings reported here show that adult education is growing faster than any other level of education and that there are more students in public adult education (defined here to include elementary and secondary schools and public community and junior colleges) than in higher education. An introductory chapter provides notes on the use of rankings and of rank-difference correlations in the survey in relationship to earlier State-by-State universe studies. Chapter 2 summarizes the findings of past surveys, which were selected to be pertinent to the data collected and to provide a context that would serve as a guide to understanding the current statistics, particularly in helping to detect trends. Chapter 3 presents description of survey design, administration, and analysis involving statistics on the number of full-time and part-time students and instructors within each State and territory. Chapter 4 presents the data and draws tentative conclusions and hypotheses, noting trends and observations about program sponsors, enrollments, instructional staff, ration of enrollment to staff, and purposes of programs. Chapter 5 summarizes the whole, and chapter 6 presents conclusions on the state of public adult education with thoughts on developments for the future and policy decisions required. (JT)

(114)

ED 149 122
National Advisory Council on Adult Education, 1977. Section I: Beyond the Verge.
National Advisory Council on Adult Education, Washington, D. C.
Pub Date May 77
Note—30p.; For a related document see CE 014 379
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01728-8)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, Adult Education Programs, *Advisory Committees, Educational Legislation, *Educational Policy, *Federal Legislation, Federal Programs, Federal Regulation, National Programs, National Surveys, Policy Formation
Identifiers—*Adult Education Act, United States
This report on the National Advisory Council on Adult Education has nine brief sections: (1) an overview of the council's purpose, functions, history, methods, 1976-1977 mission and accomplishments, and future role; (2) a discussion of the functions of the executive director's office and the reasons for undertaking two projects (Futures and Amendments Meetings and a Survey of State Support of Adult Education); (3) a summary of the purpose, structure, attendance, dates, and sites of the Futures and Amendments Meetings and the questions addressed at these meetings; (4) a summary of the purpose and focus of the state survey; (5) discussion of program visitations made by council members; (6) list of 1976-1977 council meeting dates, sites, and content; (7) a chronology of the Adult Education Act which summarizes legislative actions that have changed federal adult education legislation and the significance of those changes; (8) a list of the names, positions, and appointment dates of the council members; and (9) notes on the composition, functions, and responsibilities of each of the council's standing committees. (EM)

(115)

ED 149 123
National Advisory Council on Adult Education, 1977. Section II. Adult Education: Futures and Amendments. Survey of State Support.
National Advisory Council on Adult Education, Washington, D. C.
Pub Date Nov 77
Note—333p.; Portions of the appended organizational charts and state regulations may not reproduce well because of small or broken type. For a related document see CE 014 378
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01806-3)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors—*Adult Education, Adult Education Programs, Cost Effectiveness, Educational Legislation, *Educational Policy, *Federal Legislation, Federal Programs, Federal Regulation, National Programs, National Surveys, Policy Formation, *Program Evaluation, State Boards of Education, State Federal Aid, State Legislation, State Programs
Identifiers—*Adult Education Act, United States
Utilizing data derived from a national survey of state support of adult education and regional Futures and Amendments meetings, this report on the results of the Adult Education Act examines the scope and character of the federal-state grant adult education program. The content is in three sections: (1) discussion of the Futures and Amendments meetings including background, process, student review, results of the futures sessions (policy statements in ten areas), results of the amendments sessions (prioritized recommendations regarding fourteen sections of the Adult Education Act), and a list of participants attending the meetings; (2) description of the state surveys including a summary of data (purpose of study, outcome variables, and instrumentation); trends, conclusions, and recommendations regarding federal-state partnership, constitutional provisions and state adult education legislation, teacher salaries, and instructional costs; and survey conclusions and recommendations; (3) summary of the state data, which for each state includes overview, governing documents, state adult basic education/secondary adult education descriptors and financial resources, and economic indicators. The appendix includes state education organization charts, sample adult education state legislation and regulations, state allotment of federal funds, and the Adult Education Act. (EM)

(116)

ED 150 413
Continuing Need, Continuing Response, Continuing Education. Annual Report, 1977.
National Advisory Council on Extension and Continuing Education, Washington, D.C.
Pub Date 77
Note—65p.; Several photographs and one chart (page 4) will not reproduce well
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01856-0)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Education, Advisory Committees, Community Involvement, Community Programs, Continuous Learning, Educational Policy, Federal Aid, Federal Government, Federal Legislation, Federal Programs, Federal State Relationship, *Government Role, National Organizations, National Surveys, *Policy Formation, Post Secondary Education, Program Administration, *Program Effectiveness, Program Evaluation, State Programs
Identifiers—Higher Education Act 1965, United States
This report of the activities of the National Advisory Council on Extension and Continuing Education during 1976 focuses on current information about (1) the nature and extent of the need for federal continuing education programs; (2) the appropriateness of the existing responses in light of the needs identified; and (3) the Council's recommendations for policies, funding strategies, and administrative structures to improve the efficiency and effectiveness of the federal role in postsecondary continuing education. The Council's major findings are presented and include the following: (1) There is a need to define a set of priorities for the federal role in continuing education, (2) successful community problem-solving activities and responsiveness to the needs of adult learners exist when program planning and implementation decisions are made at the local level, and (3) eighty projects from thirty-five states demonstrate effectiveness in helping to reduce the severity of the problems they were funded to address. (In this report, the first two chapters cover the national goal for continuing education and the Council's mandate and major concern (chapter 1), and a discussion of the reauthorization of the Higher Education of 1965 (chapter 2). Major content is presented in chapter 3, which is a detailed discussion of the Council's activities and recommendations, including eight supplementary tables showing summary data by state, distribution of projects, state plan priorities, and federal programs by purpose and agency). (EM)

(117)

ED 152 987
Penland, Patrick R.
Self-Planned Learning in America.
Pub Date 78
Note—16p.; Paper presented at the Adult Education Research Conference (San Antonio, April 5-7, 1978)
Available from—University of Pittsburgh, Book Center, Pittsburgh, Pennsylvania (complete report, $6.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Adults, Community Education, Continuous Learning, Home Study, *Independent Study, Individual Characteristics, Information Needs, *Information Processing, Information Seeking, Information Sources, Information Utilization, *Learning Activities, Learning Characteristics, National Surveys, Nonformal Education, Social Characteristics
A national study investigated the self-learning patterns of adult individuals who employ a wide range of community resources and materials for independent learning projects. The models from which the hypotheses, the interview instrument, and the response analyses were taken included previous survey research about independent learning as well as learning and communication theory. Subjects were selected from the U.S. population by means of a modified probability sample. They responded to a one-hour interview based on a pretested questionnaire dealing with the respondents' patterns and purposes of continuing adult learning and their information seeking and utilization habits. A variety of demographic characteristics and sociocultural information was also obtained from each respondent. Among the major findings are the following: Four out of five American adults are involved in a learning project each year; self-initiated adult learners can be found at all social, economic, educational, and occupational levels; film, book, and magazine resources are largely associated with learning; self-initiated adult learners are highly "goal-oriented" and have very individualistic learning patterns; adult learners often feel a need to establish the pace and control the character of their learning experiences; time devoted to a learning project can range from 1 to 900 hours, the average being 156; adult independent learners prefer to study at home; and the "learning episode" is the basic unit around which a learning project is constructed. (DT)

(118)

ED 153 039
Kemp, Florence B.
Noncredit Activities in Institutions of Higher Education for the Year Ending June 30, 1976.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES-78-344
Pub Date 78
Note—42p.; Not available in hard copy due to marginal reproducibility; For related documents see ED 038 950 and ED 078 294
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20434 (Stock Number 017-080-01841-1)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, *Adult Education Programs, Census Figures, Colleges, Continuing Education Units, Enrollment Rate, Enrollment Trends, Junior Colleges, National Surveys, *Noncredit Courses, Post Secondary Education, Private Colleges, Public Schools, School Activities, *School Statistics, School Surveys, Tables (Data), Universities
Identifiers—United States
Statistical information was compiled regarding non-credit adult and continuing education activities of U.S. colleges and universities during the year ending June 30, 1976. A national sample of 479 schools selected from among 3,012 public and private institutions was surveyed. Based on the responses of all but one school, the results include the following: (1) adult and continuing

education activities were offered by 2,223 colleges and universities during 1975-76 which represented a 102% increase from 1967-68, (2) two-year colleges constituted 44.6% of the total institutions offering adult and continuing education in 1975-76 and accounted for 47.3% of the total registrations, (3) registrations in adult and continuing education activities offered by colleges and universities in 1975-76 totalled 8.8 million which was a 56.5% increase from 1967-68, (4) public institutions reported 89.1% of the registrations in 1975-76, (5) the largest numbers of registrations were reported for courses in business and management, education, health professions, and fine and applied arts, and (6) the Continuing Education Unit was used in 1975-76 to record the extent of adult and continuing education activities by 798 of 2,225 institutions offering such activities. (This report contains ten tables of data. The survey form and instructions, including definitions, are appended.) (EM)

0400 STUDIES AND PLANNING—INTERNATIONAL LEVEL

(119)

ED 112 054

Manual for the Collection of Adult Education Statistics. Within the Framework of International Standard Classification of Education (ISCED).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Report No—CSR-E-15

Pub Date Jun 75

Note—68p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Education, *Data Collection, Data Processing, Glossaries, *Manuals, National Surveys, Questionnaires, *Statistical Data

Identifiers—*International Standard Classification of Education, ISCED

The first 15 pages of the manual provide: (1) background information on the importance of adult education, the need for adult education statistics, the International Standard Classification of Education (ISCED), and the scope of the term adult education; (2) the application of ISCED to adult education and the ISCED classifications (levels, fields, and programs); and (3) the need for national statistical services for adult education with suggested organizational forms and data collection, processing, analysis, and publication techniques. The remainder of the document consists of three appendixes. Appendix A (13 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programs of formal adult education. Appendix B (12 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to parent agencies which organize programs of nonformal adult education. Appendix C (21 pages) defines with respect to scope and meaning the various terms used in ISCED. (Author/JR)

(120)

ED 117 463

Lowe, John

The Education of Adults: A World Perspective.

Ontario Inst. for Studies in Education, Toronto.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—221p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage

Descriptors—*Adult Education, Adult Education Programs, *Conferences, Continuous Learning, Developed Nations, Developing Nations, Educational Administration, Educational Methods, Educational Policy, *Educational Trends, Financial Support, *Foreign Countries, *International Organizations, Needs Assessment

Identifiers—*UNESCO

A summary of the third International Conference on Adult Education (Tokyo) by UNESCO, the book examines adult education trends of the last decade, functions of adult education as related to lifelong education, and formulation of adult education policies in the context of national education plans. During the 12-year period between conferences, organized adult education has made notable advances throughout the world. However, weaknesses remain in governmental reluctance to treat adult education as an integral part of educational systems, the low level of financial support, and the lack of participation in adult education programs by those most needing education. Chapter 1 reflects "Changing Ideas and Functions" while Chapters 2 and 3, "Attitudes, Needs, Motivation, and Learning Ability" and "Unmet Needs and Target Groups", examine the nature of the demand for adult education. Chapter 4 presents "Changing Structures" on the international scene, and Chapter 5 examines "Programs and Content". The following five chapters deal with "Methods and Materials"; "The Administrative, Organizing, and Teaching Force"; "Administrative Policies"; "The Problem of Financing"; and "Research and Development". Two concluding chapters, "The International Dimension" and "Towards a Learning Society", discuss the developed nations/developing nations relationship and future implications. (EA)

(121)

ED 149 056

Learning Opportunities for Adults. Vol. IV. Participation in Adult Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 77

Note—436p.

Available from—Organisation for Economic Co-operation and Development (OECD), 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (ISBN-92-64-11710-5, $25.00)

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, Adult Students, Data Collection, *Enrollment Rate, Foreign Countries, Information Needs, National Surveys, Post Secondary Education, *Program Costs, *Program Descriptions, Statistical Data, *Student Characteristics

Identifiers—*Organization for Economic Cooperation Development

The study reported here, the fourth of a series of studies on adult education in Organization for Economic Co-operation and Development (OECD) countries, provides quantitative evidence about the magnitude and characteristics of adult education activity in nine OECD countries. The nine countries included are Austria, Canada, Denmark, Germany, Italy, the Netherlands, Sweden, United Kingdom, and United States. An introductory chapter briefly comments on the problems involved in collecting data about participants, participation, and expenditures in adult education. Nine papers then follow with each one devoted to the status of adult education in each of the nine OECD countries. For each country, the papers describe the prevailing frameworks within which adult education is provided, give rough estimates of the percentages of national populations participating in educational programs in any one year, provide some indication of the socioeconomic characteristics of participants, and identify the areas of research most needed regarding expenditure. Finally, a tenth paper proposes some strategies to make comprehensive and up-to-date information about enrollment and program statistics more readily available in the future. (EM)

(122)

EJ 134 055

Why 800 Millions Still Cannot Read or Write: EWLP Report Makes Critical Assessment *Convergence*, v8 n4, pp11-3, 75

*Literacy Education, *Functional Illiteracy, *Teaching Methods, *Program Descriptions, *Program Evaluation, Foreign Countries, Developing Nations, Government Role, [*Experimental World Literacy Programme, EWLP]

The UNESCO publication "Final Global Evaluation Report of the Experimental World Literacy Programme (EWLP): Lessons Learned from 11 Projects" is examined. The concept of functionality (emphasising economic development over political, cultural, and social development) was found to be unsuccessful. (LH)

0500 HISTORY

(123)

ED 120 499

Long, Huey B.

Continuing Education of Adults in Colonial America.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Jan 76

Note—75p.

Available from—Syracuse University, Publications in Continuing Education, 224 Huntington Hall, 150 Marshall Street, Syracuse, N.Y. 13210 ($2.75 each; 10 copies, 10% discount; 20 or more copies, 20% discount)

Document Not Available from EDRS

Descriptors—*Adult Education, *Adult Learning, Apprenticeships, *Colonial History (United States), *Educational History, Evening Programs, Individual Development, Lecture, Leisure Time, Nonformal Education, Self Actualization, Womens Education

Designed to consolidate information about adult educational activities in colonial America, the publication covers self-directed learning, public lectures, apprenticeships and evening schools, education of women and girls, and leisure education. Advertisements and announcements from colonial newspapers published from 1765-1776 constituted the primary information source. Sources of assistance for self-directed learning activities included societies/associations, personal libraries and books, public libraries, newspapers, almanacs, and magazines. Self-directed learning was found to possess a rich heritage. An early form of continuing professional education was the college medical lectures. Also popular were the science lectures, with electricity being the most popular topic of the 18th century. Apprenticeships represented an adult education institution that provided an historical heritage; however, by 1700, a need for something else was recognized, and evening schools emerged to assist in "new world" adjustment. Although evidence of sex bias in the provision of formal education opportunities existed, formal educational opportuni-

ties appeared to be less important than informal opportunities. Differences in educational achievement may have been more economic than sex-biased. There was ample evidence of leisure-oriented education, in private masters in major cities offered instruction in foreign languages, painting, drawing and sketching, and needlework. (EA)

(124)

ED 138 972

Cook, Wanda Dauksza

Adult Literacy Education in the United States.

International Reading Association, Newark, Del.

Pub Date 77

Note—150p.; Bibliography may be marginally legible due to small print of the original document

Available from—International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 934, $3.00 member, $4.50 non-member)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Basic Education, *Educational History, Legislation, *Literacy, Literacy Classes, *Literacy Education, *Reading Programs, Reading Skills, Writing Skills

This history takes a decade-by-decade look at literacy education in the United States in the twentieth century. For each decade, the prevailing social climate, available statistics, legislation, programs, professional activities, methods, and materials related to adult basic education are considered. Concern for adult literacy programs was very low at the beginning of the century. During the succeeding decades, interest waxed and waned in response to "crises," without stimulating a sustained literacy program. Not until the sixties, when the federal government became actively involved, did legislation backed with financial support lead to extensive programs and sustained new approaches. (AA)

(125)

ED 139 342

Schoenfeld, Clay

The Outreach University. A Case History in the Public Relationships of Higher Education, University of Wisconsin Extension, 1885-1975.

Wisconsin Univ., Madison. Office of Inter-Coll. Programs.

Pub Date 77

Note—257p.

Available from—Office of Inter-College Programs, University of Wisconsin-Madison, 433 North Murray Street, Madison, Wisconsin 53706

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—American History, Case Studies, *Educational Change, *Extension Education, *History, School Community Relationship, *State Universities, *University Extension

Identifiers—*University of Wisconsin

The gradual adjustment of the American University to the American environment has created a heightened awareness of the university as a public institution, a community of citizens rather than a community of scholars. This is the case study of the University of Wisconsin and its nationally prominent extension division, established in 1907. The division's history is traced from its beginning through the depression, world war, and recent years, and issues and problems are discussed from the public relations point of view of the university. (MSE)

(126)

ED 139 686

Seller, Maxine S.

Success and Failure in Adult Education: The Immigrant Experience 1914-1924.

Pub Date Apr 77

Note—27p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Programs, *Adult Students, American Culture, Cultural Differences, *Educational History, Educational Needs, Educational Problems, Educational Programs, Ethnic Studies, Failure Factors, *Immigrants, Nonformal Education, Program Effectiveness, *Program Evaluation, Relevance (Education), *Sociocultural Patterns, Success Factors, United States History

The educational experience of adult immigrants to the United States between 1914-24 is discussed. Attempts of educators and Americanization agencies to reach adult immigrants are described and reasons for the failure of these attempts are given, including inadequate funding, narrowness in subject matter and methods, and insensitivity to ethnic cultures. Educational needs of immigrant adults are identified as a desire to learn to speak and read English as a tool for earning a living, to read and write their native language in order to increase knowledge about their own traditions, and to obtain the elements of a liberal education which had been available in the old country only to the privileged few. Nonformal education of adults in immigrant communities succeeded where American educators failed because it was planned and executed by immigrants through lodges, unions, churches, theaters, ethnic press, and other institutions. Respecting native languages and traditions, these groups addressed not only Americanization but a broad spectrum of economic, cultural, and intellectual interests. Information is provided on activities of the immigrant institutions generally, and examples are offered on specific ethnic groups including Ukranians, Poles, Lithuanians, Jews, Finns, Greeks, Armenians, Hungarians, and Italians. References are included. (Author/DB)

0900 ADULT EDUCATION AS A FIELD OF STUDY

(127)

ED 123 375

Roper, Orson B.

Philosophical and Personality Characteristics of Teachers of Adults.

Pub Date 8 Apr 76

Note—30p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 8, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Educators, *Educational Philosophy, *Educational Research, Effective Teaching, Higher Education, *Individual Characteristics, Personality, Personality Tests, *Success Factors, Teacher Evaluation, Teaching Styles

Identifiers—Cattells 16 Personality Factors Test, Kreitlows Check List (3 Educational Philosophies), Utah

The study examines the relationship between successful adult teaching and philosophical and personality characteristics as measured by Kreitlow's Check List Distinguishing Among Three Philosophies of Education and Cattell's 16 Personality Factors Questionnaire. The population consisted of 598 teachers of college credit courses to adults in Utah. On the basis of administrator's evaluations 163 "unsuccessful" and 189 "successful" teachers were identified; of these, 75 were randomly selected from each group. Of the three educational philosophies identified in Kreitlow's Check List (progressive, academic, and community) the respondents as individual groups and as a combined total sample agreed with the community philosophy. On Cattell's questionnaire the "successful" teachers were more intelligent and abstract-thinking, more venturesome and socially bold, more tender-minded and sensitive, more experimentally-oriented, more emotionally stable, more forthright and unpretentious, more self-sufficient and resourceful, and older and more experienced. (JR)

(128)

ED 123 394

Bunning, Richard L.

Skills and Knowledges for the Adult Educator: A Delphi Study.

Pub Date 76

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Adult Learning, Educational Environment, Educational Programs, Futures (of Society), Job Skills, Learning Processes, *Questionnaires, Surveys, *Teaching Skills

Identifiers—Delphi Technique

The study determined (1) the common skills and knowledges which adult educators of the future would need to perform their jobs adequately and (2) the learning experiences most appropriate in obtaining the more important skills and knowledges. The study employed the Delphi Technique, a method of collecting and organizing data in which a convergence of group consensus is accomplished through a series of four questionnaires. From two lists of adult education professors in North America, a sample of 197 was selected; 141 agreed to participate. From open ended responses regarding knowledges and skills on Questionnaire 1, Questionnaire 2 listed 48 knowledges and 53 skills statements for respondents to rank. On Questionnaire 3 respondents were asked to join the consensus on the priority rankings of the statements from Questionnaire 2 or to explain their disagreement. These questionnaires helped to identify six general categories of skills and knowledges: adult educators themselves, the field of adult education, the adult learner, the adult education environment, adult education programing, and the adult learning process. Questionnaire 4, which examined appropriate learning experiences for each skill or knowledge, indicated that the most appropriate learning experiences were practical on-the-job situations integrated with university based experiences, such as classes and seminars. (JR)

(129)

ED 131 197

Smith, Robert M., Ed.

Adult Learning: Issues and Innovations. Information Series No. 8.

Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—132p.

Available from—NIU Information Program, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (No charge)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Educational Innovation, Educational Research, Instructional Technology, Older Adults, *Professional Continuing Education, *Self Actualization, Speeches

Seminar presentations of six leaders in the field of adult education are contained in this monograph: (1) "Adult Learning in the 1970's" by J. R. Kidd, (2) "Innovation in Organizing Learning for Adults--The New Technology" by Burton W. Kreitlow, (3) "The Nature of Continuing Professional Education" by Cyril O. Houle, (4) "Self-Planned Learning and Major Personal Change" by Allen Tough, (5) "Helping Adults to Learn" by Alan B. Knox, and (6) "What Research Says about Adult Learning Potential and about Teaching Older Adults" by Howard McClusky. A reference list is included for each paper. (WL)

(130)

ED 140 006

Carney, Mary Margaret

A Study of the Relationships of Selected Personal and Professional Characteristics to Change, Non-Change, and Value-Interest Orientations of Professional Adult Educators.

Pub Date Apr 77

Note—26p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Educators, *Change Agents, *Educational Change, Educational Experience, Educational Research, Females, *Individual Characteristics, Males, *Personal Interests, *Personal Values, Questionnaires, Surveys, Teacher Characteristics

The study was designed to examine the personal and professional characteristics related to change and nonchange orientations of adult educators. A personal data form consisting of personal characteristics (age and sex) and professional characteristics (years of experience in adult education, institution from which the doctorate was secured, professional role, and institutional setting) was mailed with an instrument, designed to measure orientations to change, nonchange, and value-interest, to a stratified random sample of 225 professional adult educators with a major in adult education who received doctorates from 1960 to 1970 inclusive. The data were quantified and analyzed by multiple regression and analysis of variance which produced means, correlation co-efficients of personal and professional characteristics with orientations, and on F-test to analyze variation which might be attributable to the independent variables (personal and professional characteristics). The following hypotheses for professional adult educators were supported: (1) Their orientation toward change and nonchange are associated with value-interested orientations, (2) they are change oriented, (3) they are value oriented, (4) women are less change oriented than men, (5) orientation toward change, nonchange, and value-interest are associated with the institution from which the doctorate was secured, and (6) orientation toward change and nonchange are associated with the institutional setting. (The survey instrument and background information are included in this paper.) (Author)

(131)

ED 145 103

Charters, Alexander N.

Continuing Education for Educators of Adults. The Roles of Research.

Pub Date Apr 77

Note—27p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977). Several pages may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Educators, *Educational Needs, Educational Research, *Job Skills, Literature Reviews, *Professional Continuing Education, Professional Training, *Research Needs, Research Utilization, Teacher Role

In this paper, the author explores two aspects of the role of research in the continuing education of educators of adults: What research has been done about the continuing education of educators of adults? and What should be the roles of research? Content covering the first of these questions comprises three-fourths of the paper and reviews the major findings of sixteen studies pertaining to the education of adult educators. Regarding the second question, nine roles of research are suggested, including to establish an empirical data base and other evidence for determining the characteristics, competencies, and roles of educators of adults; to establish a theoretical base or model for determining the characteristics, competencies, and roles of educators of adults; to determine which characteristics and competencies can be acquired and/or can be learned or taught; to translate adult education research so that it can be used as a resource for learning by educators of adults; and to integrate or meld theory and practice. (EM)

(132)

ED 154 144

Jain, Barbara J. Carl, Linda

Comparison of Selected Requirements for the Ph.D. and Ed.D. in Adult Education in North America.

Pub Date Jan 78

Note—215p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, *Adult Education, *Degree Requirements, *Doctoral Degrees, *Doctoral Programs, Graduate Study, Higher Education, National Surveys, Transfer Policy, Universities

Identifiers—*Doctor of Education, *Doctor of Philosophy, United States

A survey was conducted for the Graduate Student Section of the Adult Education Association to determine the differences in requirements for the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees in adult education. Of forty-three institutions identified as offering both degrees, forty participated in answering the questionnaire (Appendix B), and their responses were transferred to program synopsis forms (Appendix A). Generally, no differences were found between Ph.D. and Ed.D. programs as a group in policies governing transfer credits and specialization and in requirements for admissions, minimum units, general course work, research, comprehensive examinations, foreign languages, internship experiences, and residence. Only two areas showed slight differences: leveling requirements for students whose previous course work had been in another field and minor/cognate requirements. At institutions offering both degrees the distinguishing factor was the number of research courses needed. Considerable variance in requirements for either degree was found to exist, however, from institition to institution. (The report includes for each adult education program a course listing, a listing of specializations, and a synopsis.) (ELG)

(133)

EJ 138 977

The Enemy of Adult Education *Indian Journal of Adult Education*, v36 n10, pp1-2, Oct 75

*Adult Education, *Adult Educators, *Self Evaluation, *Teacher Role, Foreign Countries, State Of The Art Reviews, Educational Assessment, [*India]

A virgorous discussion of the "enemy" of adult education points to the mind and heart of every adult educator, a lack of self-evaluation, and a lack of self assessment. (Author/LH)

(134)

EJ 150 937

Identifying Competencies of Effective Adult Educators McClellan, Virginia B., *Wisconsin Vocational Educator*, v1 n1, pp8-10, F 76

*Adult Educators, *Effective Teaching, *Teaching Models, *Adult Vocational Education, *Teaching Skills, State Surveys, [Wisconsin]

A survey revealed that to be effective, adult educators should counsel and refer, develop flexible learning activities, understand the adult learner's point of view, and vary class routine and pace. A model of an effective adult educator was developed from the data. (WL)

(135)

EJ 156 423

The Low Status of Adult Education—Some Sociological Reflections Purvis, June, *Educational Research*, v19 n1, pp13-24, Nov 76

*Educational Research, *Adult Education, *Educational Sociology, *Educational Attitudes, *Educational Status Comparison, Educational Development, [*Russell Report, *Department of Education and Science]

Examines the low status of adult education within the wider educational community and relates it to the content adult education, the structure of adult education, and the educational process itself. (Author/RK)

(136)

EJ 165 382

The Training of Full-Time Adult Educators in the German Federal Republic Schlunder, G.; Schweisfurth, H., *Adult Education*, v50 n2, pp91-96, Jul 77

*Adult Educators, *Preservice Education, *Inservice Courses, *Professional Recognition, *Teacher Background, *Teacher Qualifications, Adult Education, Educational Research, Post Secondary Education, Foreign Countries, [*West Germany]

In a study on the professionalization of adult education in Germany, the backgrounds of entrants to the profession and the need for training curricula appropriate to their working situations are examined. It was concluded that special inservice training courses in adult education should be offered in addition to subject-related and other traditional inservice courses. (MF)

0950 ADULT EDUCATION RESEARCH

(137)

ED 110 846

Forest, Laverne B. Flitter, Michael

Content Analysis: A Method for Research and Evaluation in Adult Education.

Pub Date 18 Apr 75

Note—19p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education, Case Studies, *Content Analysis, Correlation, Data Analysis, *Decision Making, *Research Methodology

Content analysis is a systematic and objective technique which reduces into smaller sub-parts existing communications. It is the analytical reduction of a text to a standard set of statistically manipulatable symbols representing the presence, intensity, or frequency of characteristics. A case study of the use of content analysis is the U.S. Forest Service's formulation in the early 1970s of a development policy for the Shawnee National Forest in southern Illinois. The alternatives were: no projects, new limited access highway, combination scenic drive and trail, national scenic trail, and improve existing roads. Three hundred documents expressing public opinion were analyzed according to various categories, given a numerical score, and cross tabulated. On the basis of the assumption that people's attitudes regarding the alternative were related to underlying concerns and factors, which when subjected to multiple correlation analysis could be used to predict attitudes, the content analysis verified the decision to opt for the scenic route over the existing road system. As a method of describing, understanding and explaining, predicting, and deciding, especially in cases where available data is not in the form required, content analysis is a reliable and valid research method and central to the development of adult education. (Author/JR)

(138)

ED 118 837

Research Priorities in Post Secondary Vocational Technical and Adult Education in Wisconsin for 1975-1977.

Wisconsin State Board of Vocational, Technical,

and Adult Education, Madison. Research Coordinating Unit.
Pub Date Feb 75
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Administrator Attitudes, Adult Education, *Needs Assessment, *Post Secondary Education, Questionnaires, *Research Needs, State Surveys, Tables (Data), *Technical Education, *Vocational Education
Identifiers—Wisconsin

The purpose of the study was to determine the priority areas for research as perceived by vocational, technical, and adult educators in Wisconsin at the post-secondary level. A survey of approximately 500 Wisconsin Association of Vocational, Technical and Adult Education (VTAE) district administrative and supervisory staff was conducted using a 45-item, five-point Likert-type questionnaire. Tabulations of responses from 360 returns provided rank orders of research areas on the basis of numerical values of means for each item for the State total, by title of job, area of work, and VTAE district. The top five areas based on State total data were: labor market requirements; determining performance levels of competencies for job entry; assessment of individual's vocational, technical, and adult education needs; open entry/open exit education; and student attrition/withdrawals. Additional comments and suggestions which appeared on the questionnaires are listed. Conclusions were that means values and item rankings varied noticeably among respondents by title of position, area of work, and VTAE district and that the instrument and procedures followed were effective. Recommendations for using the findings are included. A copy of the questionnaire and the letter used with it are appended. (Author/MS)

(139)

ED 122 136
Research in Adult and Continuing Education: Master of Adult and Continuing Education Program.
Washington State Univ., Pullman. Coll. of Education.
Pub Date 76
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Abstracts, *Adult Education, Agricultural Research Projects, *Annotated Bibliographies, Career Awareness, Consumer Education, Extension Education, Home Economics, Mass Media, *Masters Theses, Parent Child Relationship, Parent Education, Senior Citizens, Urban Extension
Identifiers—4 H Programs, *Washington State University

The document presents an annotated bibliography of Master's degree theses in Adult and Continuing Education, Washington State University, 1974-76. Abstracts for the following 12 theses are presented: (1) Agrarian Reform in Chile: A Case Study; (2) An Analysis of the Activities and the Needs of the Senior Citizens in Garfield, Washington and the Surrounding Area; (3) The Development of Educational Materials for Parents of Premature Infants; (4) An Analysis of 4-H Residential Camps Safety and Health Standards in Washington State; (5) A Career Awareness Program For Nine to Eleven Year Olds in a Home Economics 4-H Project; (6) A Study of Spokane County Citizen Participation in Public Planning Processes; (7) Parent-Adolescent Communication in the Ghetto; (8) Development of a Dairy Calf Management Program in North Western, Washington; (9) How Washington State Weekly and Daily Newspaper Editors Choose and Evaluate Their Sources of Agricultural, Home Economics and 4-H News; (10) Development of a Decision-Making Guide to Assist Lower Income Urban Youth to Adapt Cooperative Extension Service Rabbit Raising Information; (11) An Insurance Game For Teenagers and Young Adults For Use in Consumer Education Programs; (12) Characteristics and Needs of Small Beef Producers in Yakima County. (LH)

(140)

ED 123 376
Colletta, Nat J.
Participatory Research or Participation Put-on: Reflections on the Research Phase of an Indonesian Experiment in Non-Formal Education.
Pub Date Apr 76
Note—24p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 8-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Action Research, Citizen Participation, Community Education, *Community Involvement, Community Resources, Decentralization, *Developing Nations, Educational Research, Educational Resources, Educational Strategies, *Foreign Countries, Human Resources, Leader Participation, *Nonformal Education, Participant Involvement, Pilot Projects, Rural Development, Rural Education
Identifiers—*Indonesia

In the fall of 1974, I was invited to serve as a consultant to the Indonesian effort to develop a National Strategy for Non-Formal Education. The brunt of my effort concerned action research for developing and testing an empirical "Community Learning System" designed to link local learning needs with the management-resource-learning system. Field investigations quickly determined that resources were being brought to bear in a diffuse, often redundant, fashion and at differential levels of efficiency and effectiveness. An emergent research design incorporated villagers in the municipality of Ujung Pandang articulating their own learning needs and identifying the resources at their disposal. Contact with local governmental officials determined that village organization could not be carried out without their participation, hence they were included in the resource identification stage of the field effort. The meeting for identifying village resources was a stunning success with the participants themselves being amazed by the breadth of their own resources. Although we were gratified by the group's response to our effort, there was the lingering question of how much of the group's participation was autonomously generated and how much it merely reflected their sensitivity to what we were attempting to have the participants do. (Author/JR)

(141)

ED 123 377
Boshier, Roger
Factor Analysis at Large: A Critical Review of the Motivational Orientation Literature.
Pub Date Apr 76
Note—42p.; Paper presented at the Adult Education Research Conference, (Toronto, Canada, April, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, Bibliographies, *Educational Research, Educational Researchers, *Factor Analysis, Internal Scaling, *Learning Motivation, *Literature Reviews, Oblique Rotation, Orthogonal Rotation, Reliability, Research Criteria, Research Design, Research Methodology

The methodology employed in 14 motivational orientation studies was reviewed. All studies used either the Education Participation Scale, the Continuing Learning Orientation Index or the Reasons for Educational Participation Scale. Issues discussed concerned factor scoring, factor analysis, rotation, scaling, reliability, and the extent to which the three-factor Houle typology is an accurate representation of reality. There has been some well executed research in the orientation area. However, many deficiencies were identified and it was recommended that future orientation researchers emulate the strengths but avoid the weaknesses. A 50-item bibliography is included. (Author)

(142)

ED 123 378
Walter, Andrea C.
A Step Backward in Research.
Pub Date 10 Apr 76
Note—22p.; Paper presented to the Adult Education Research Conference (Toronto, Ontario, April 10, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Development, *Adult Education, Adult Learning, Adults, Biographies, Developmental Psychology, Educational Research, *Educational Theories, Human Development, Personality Change, Research Design, *Research Methodology, Social Factors

The paper examines the methodological issues involved in the relationship of adult education to adult development. The practice of adult education during the past 25 years has been built upon a series of assumptions derived from theoretical fragments regarding lifelong development. Considering the theoretical base of adult development, however, very little has been verified and set within a sound, comprehensive framework of the total life-span. Any comprehensive theory of adult development must take into consideration not only the psychological and social factors of human life, but also the physiological, economic, vocational, religious, and political factors which affect contemporary life. Of the three traditional research methodologies, the cross-sectional, the cross-sequential, and the longitudinal designs, the longitudinal has proven the most effective technique for studying developmental change. Within the latter methodology, the technique of biography has proven effective because it provides primary data across generations and even epochs. Whichever research design is selected for the study of life-span development, the researcher must effectively manipulate the factors of change and sameness which define the developing individual. In order to do so it is necessary to learn more about the developmental stages through which the individual proceeds. (JR)

(143)

ED 123 381
McKenzie, Leon
Literary Life-Cycle Research as an Atypical Research Modality for Adult Education.
Pub Date Apr 76
Note—16p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 8, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Development, *Adult Education, *Characterization (Literature), Content Analysis, Human Development, *Literary Analysis, Literature, *Research Methodology, Research Needs
Identifiers—Life Cycle Research

Literary analysis is approached as an atypical research modality: a modality that falls outside the parameters of experimental research usually described in the literature of educational metaresearch. It is maintained that atypical research is appropriate as ancillary and complementary to typical research. Following Guba's explication of "experimental" research, six characteristics of literary analysis (applied to literary life-cycle research) are identified. Literary life-cycle research which is used by the researcher to describe the life cycle in terms of information gathered from literary works; (1) is complementary to conventional empirical research, (2) is comparative, (3) is explicative, (4) is interpretive, (5) is disciplined, and (6) can be viewed as a form of case history research. A procedural model for literary analysis is presented. The model is illustrated with an example of how analysis of literature discloses knowledge about the nuances of the so-called mid-life crisis. It is concluded that literary analysis has the potential for generating knowledge about human development and the phases of adult development, and that this knowledge is highly valuable for the practitioner of adult education. An 18-item bibliography is included. (Author/MS)

(144)

ED 123 384
Blunt, Adrian
The Construction of a Magnitude Estimation Scale of Adult Learning.
Pub Date 8 Apr 76
Note—36p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 7-9, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Adult Students, Analysis of Covariance, *Learning Activities, *Measurement Instruments, Psychophysiology, *Rating Scales, Ratios (Mathematics), Reliability, Research Methodology, Statistical Studies, *Student Opinion

The psychophysical technique of magnitude estimation was used to develop a ratio scale of subjective estimations of adult learning in various adult education activities. A rank order of 26 learning activities and the magnitude estimations in "units of learning" that are expected to occur in each activity were obtained from 146 adult

education graduate and undergraduate students, 165 participants in a school board adult education evening program and 191 participants in credit courses offered by a community college. Arithmetic and geometric means were computed and plotted for each of the 26 learning activities. Analysis of the results indicates that the magnitudes do constitute a ratio scale. Analysis of covariance revealed age and years of schooling completed to be significant sources of variance on several scale items and sex was found to have a significant effect on one item. Test re-test reliability coefficients with a one month interval between tests, and a cross-modal matching technique with a one week interval between tests indicated the reliability of the instrument. The methodology of the study and the implications of the results for adult education research are discussed. A 14-item bibliography and a copy of the instrument are included. (Author/MS)

(145)

ED 123 388

Oaklief, Charles R.

The Critical Incident Technique: Research Applications in the Administration of Adult and Continuing Education.

Pub Date Apr 76

Note—27p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 7-9, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Policy, Administrator Characteristics, Administrator Evaluation, Administrator Responsibility, *Administrator Role, *Adult Education, Chief Administrators, College Administration, College Deans, *Community Colleges, *Critical Incidents Method, Educational Administration, Models, Questionnaires, *Research Methodology, Role Perception

Identifiers—Administrator Behavior, *Kansas

The applicability of the Critical Incidents Technique as a potential research methodology for those in adult and continuing education is demonstrated in the study of 19 selected Kansas junior-community colleges and their respective administrators (totaling 38) at the vice-president, dean, and director levels. The two populations included those with academic (degree oriented) responsibilities and those with adult-continuing education and community service (non-credit) responsibilities. The objective was to identify administrative behavior which might lead to greater accomplishment of the adult-continuing education and community service function. Data were initially collected through a mailed questionnaire with followup information gathered by having each group report four incidents, two positive and two negative, relative to achievement of their administrative role. Findings are reported according to the questionnaire items which represented general and specific areas including administrative task characteristics, administrative practice, and program planning and development perceptions over both implementation and importance scales. The critical incidents are listed in two categories: positive or successful, and negative or unsuccessful. The paper also discusses the administrator effectiveness model on which the study was based, a definition of the Critical Incident Technique and its development, and recommendations for further research. A three-page bibliography concludes the study. (Author/MS)

(146)

ED 124 872

Competency-Based Adult Education Research and Innovation Catalog.

Bureau of Occupational and Adult Education (D-HEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date Feb 76

Note—35p.; Some pages may have poor marginal reproducibility

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Education Programs, *Adult Programs, Adult Students, Illiterate Adults, *Performance Based Education, *Program Descriptions, *Program Guides, Reading Programs

Identifiers—*Adult Performance Level, APL, *External High School Degrees

This document contains abstracts describing competency-based programs related to the Adult Performance Level (APL) project and adult education. The catalog is divided into two sections: state program implementation and local program implementation. The first section describes programs and research projects currently active in Alabama, California, Kansas, Louisiana, New York, Oregon, Texas, and Tennessee. Many of the program descriptions include the history of the project, the major program objectives, the process, and the expected outcomes and products. A contact person is usually listed as well. The second section describes programs at Northwest Iowa Technical College; at Lincoln Technical Center in Venice, Illinois; and in the Urbana School District in Urbana, Illinois. Several of the programs discuss the competency-based external high school diploma which is an alternative to the four-year high school diploma program based on Carnegie units and to the General Education Development (GED) Test. (TS)

(147)

ED 126 399

Consultation on the Development of International Information Services in Adult Education, With Special Reference to Thesaurus Terms for Adult Education and to a Comparative Dictionary of Adult Education Terms.

International Bureau of Education, Geneva (Switzerland).

Pub Date 15 May 76

Note—16p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, Information Dissemination, *Information Networks, *Information Services, Information Sources, *International Educational Exchange, International Organizations, Professional Associations

Identifiers—UNESCO

The consultation, a followup to the June, 1973 Meeting of Experts on Documentation and Information Services in Adult Education, was prepared and organized by the UNESCO Adult Education Section and the International Bureau of Education for the purpose of discussing means of improving international information services in adult education. Detailed programs of action were developed for: (1) draft versions of the Thesaurus of Adult Education Terms; a comparative Dictionary of Adult Education Terms; a Directory of Documentation and Information Services in Adult Education; and lists of adult education national boards and councils, associations, periodicals, abstracting services and directories and (2) the Adult Education Data Bank consisting of Cooperative Educational Abstracting Service, International Educational Reporting Service, and other indicative abstracts. A list of participants is appended. (Author/EA)

(148)

ED 126 932

Summaries of Conference Papers, Theme 2, Methodology. International Conference on Evaluation and Research in Educational Television and Radio (Milton Keynes, England, April 9-13, 1976).

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 76

Note—100p.; For related documents, see Volumes 1 and 3, IR 003 847-849

Available from—Marketing Division, P.O. Box 81, The Open University, Walton Hall, Milton Keynes, MK7 6AT, England (Price upon request for entire proceedings)

Document Not Available from EDRS.

Descriptors—Adult Education, Audiovisual Aids, *Communications, *Conference Reports, Cost Effectiveness, Developing Nations, Educational Radio, Educational Technology, Educational Television, Evaluation Criteria, Evaluation Methods, Extension Education, Higher Education, Instructional Materials, *Instructional Media, International Organizations, *Media Research, Media Selection, Program Evaluation, Research Methodology, Telecommunication, Television Research

Identifiers—British Open University, CEREB, Conference Evaluation Research Educational Broadca

Fifteen papers on evaluation methodology in communications programs are summarized in this document. A discussion of the development of instructional media is followed by a description of a study of patterns of use and effectiveness in a British Broadcasting Corporation multi-media German course. The document includes summaries of five papers on evaluation of educational television and three papers on evaluation of media research and multi-media educational systems. Media in the classroom, extension education use of media, and selection of educational films and television programs are reviewed. In addition, two papers on programs and program evaluation at the British Open University are summarized. Papers from the United Kingdom, France, Sweden, Hong Kong, West Germany, and the United States are presented. (CH)

(149)

ED 126 933

Summaries of Conference Papers, Theme 3, Research and Decision-Making. International Conference on Evaluation and Research in Educational Television and Radio (Milton Keynes, England, April 9-13, 1976).

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 76

Note—156p.; For related documents, see Volumes 1 and 2, IR 003 847-848

Available from—Marketing Division, P.O. Box 81, The Open University, Walton Hall, Milton Keynes, MK7 6AT, England (Price upon request for entire proceedings)

Document Not Available from EDRS.

Descriptors—Adult Education, Broadcast Industry, Communications, Communication Satellites, *Conference Reports, *Decision Making, Developing Nations, Educational Radio, Educational Research, Educational Technology, Educational Television, *Evaluation Methods, Higher Education, *Instructional Media, International Organizations, Mass Media, *Media Research, Program Evaluation, Programing (Broadcast), Public Policy, Telecommunication

Identifiers—CEREB, Conference Evaluation Research Educational Broadca

Research and decision making in educational broadcasting is the theme of the 24 papers summarized in this document. There are ten papers on research and decision making in educational broadcasting and ten papers on evaluation and research in broadcasting. Evaluations of educational communications projects in the following countries are summarized: Kenya, Sweden, the United Kingdom, Brazil, Mexico, Iran, the Netherlands, India, Australia, Canada, New Guinea, France, and Peru. Papers on government funding of children's television in the United States, education by communications satellite, and university extension programs are also summarized. (CH)

(150)

ED 131 181

Niemi, John A., Ed. And Others

Research and Investigation in Adult Education: 1976 Annual Register.

Adult Education Association of U.S.A., Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 76

Note—347p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Adult Education, *Annotated Bibliographies, *Continuous Learning, Research, *Resource Guides, Vocational Education

This annotated bibliography includes 787 items of research or investigation in adult education, mostly dated from 1973-75. They cover information sources; philosophy, policies, general objectives; legislation; finance costs; studies and planning--state, regional, and national; history; adult education as a field of study; adult education research; dissemination; adult learning characteristics; high school equivalency tests and certificate; program planning and administration; learning environments; instructional methods;

mass media; communications--instructional devices; personnel and staffing; evaluation; education of special groups; program areas; curriculum; continuing education in the professions; technical education; management, supervision; labor education; career education; occupational education--industrial training; liberal education; health, mental health; home, management, consumer education; family, parent education; arts, crafts, recreation-conservation education-outdoor education; cross cultural training; lifelong learning, recurrent education, education permanente; institutional sponsors; and international perspective. Author and subject indexes are included, along with information for ordering original documents or full text reproductions. (Author/WL)

(151)

ED 134 098

Howving, J. F. Kristjanson, A. M., Eds.

Inventory of Research into Higher Education in Canada.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 76

Note—59p.

Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Canada ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, Adult Education, *Bibliographies, College Faculty, College Students, Curriculum Development, Educational Administration, Educational Finance, *Educational Research, Extension Education, *Foreign Countries, *Higher Education, Innovation, Instructional Staff, Manpower Needs, *Post Secondary Education, *Research Projects, Statistical Surveys, Teaching Methods

Identifiers—*Canada

This edition of the annual "Inventory of Research into Higher Education in Canada" contains a description of about 250 research projects that are in progress or were completed during 1975. Intended to be wide in scope, it includes not only research projects but also other contributions to the study of postsecondary education such as innovative and experimental projects, theses, articles, and statistical and other reports. The entries are numbered and classified under the following headings: general, administration, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. (LBH)

(152)

ED 134 544

Research and Development Projects for Year 12 (1976-1977) in the Ontario Institute for Studies in Education.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Dec 76

Note—119p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, Curriculum Development, Curriculum Evaluation, Curriculum Research, Educational Administration, Educational Innovation, Educational Planning, Educational Psychology, *Educational Research, Educational Sociology, Exceptional Child Education, Minority Group Children, *Program Descriptions, *Research Projects

Identifiers—Ontario Institute for Studies in Education

This report is an outline of work in progress and descriptions or listings of all Ontario Institute for Studies in Education (OISE) research and development projects for which funding had been obtained as of August 1976 for work to be carried out during 1976-77. The report is divided into five sections: (1) large-scale, internally funded projects--a descriptive list of 48 projects funded through the regular OISE budget; (2) internally funded small-scale projects--a title list of 99 projects funded August 1976-77; (3) abstracts of six externally funded projects initiated from May 1976 to August 1976; (4) a title list of 91 externally funded projects initiated prior to May 1, 1976, but continuing into the 1976-77 budgetary year; (5) a title list of 46 externally funded projects completed during the year May 75-May 76. Subject areas of projects funded by OISE and outlined in the report include: curriculum development, evaluation and dissemination, educational innovation, educational planning and administration, education of special groups, psychological and sociological studies, evaluation and measurement, and adult education. (MB)

(153)

ED 134 968

Fletcher, John D. And Others

Historical Antecedents and Contemporary Trends in Literacy and Readability Research in the Navy.

Navy Personnel Research and Development Center, San Diego, Calif.

Spons Agency—Office of Naval Research, Arlington, Va.

Report No—NPRDC-TR-77-15

Pub Date Jan 77

Note—107p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Composition Skills (Literary), Comprehension, Educational History, Information Processing, *Instructional Materials, *Literacy Education, Literature Reviews, *Readability, *Reading Research

These conference papers discuss the history of reading and readability research in the Navy, contemporary literacy research in the Navy, and research dealing with the readability and comprehensibility of written materials used in training or on the job. The first paper traces the interest in and development of literacy training in the Navy from its earliest days, focusing on the increasing importance of literacy in relation to technological advancer. The second paper concentrates primarily on the spectrum of research being conducted at the present time, dealing with all facets of the literacy problem in the Navy. The third paper is an extensive survey of the literature and the state of the art in the assessment of readability and comprehensibility of written materials in the Navy. (Author/AA)

(154)

ED 138 738

Nolfi, George J.

Adult Open Learning: Federal Investment in Research and Experimentation. Final Report.

University Consultants, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NIE-C-74-0103

Note—238p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Education, Disadvantaged Groups, Educational Finance, Educational Opportunities, *Educational Research, Educational Strategies, *Federal Aid, Individual Needs, *Investment, *Open Education, Performance Based Education, Post Secondary Education, *Research Needs, Social Influences

Identifiers—United States

This report covers a three-part project ("white paper", working papers, and discussion seminars) in adult open learning designed to provide the basis for an expansive discussion of the need for research in open learning. Following an executive summary, contents are presented in three parts. Part I consists of an introduction and overview. Part II, Facts, Definitions, and an Analytical Perspective, provides a brief background discussion of the phenomenon of adult open learning as well as an analytical perspective which reflects the social role of open learning and current social policy needs. Part II serves as a point of departure for the discussion of investment priorities which appear in Part III, titled Priorities for Investment in Research and Experimentation. The project's seven working papers, included mostly in part III of the report are titled "Introduction and Overview of Overall Approach and Intent," Expanded Postsecondary Open Learning Opportunities through the Utilization of Resources and Initiatives in the Several Sectors of the Existing Open Learning Universe," Financing Open Learning: Varied Needs and Approaches," "Matching the Needs of Specific Clienteles with the Characteristics of Specific Teaching-Learning Modes and Delivery Systems," "Open Learning and the World of Work," "Competence- and Performance-Based Assessment and Credentialing of Learning Outcomes," "Strategies for Fostering Open Learning." A reference bibliography, keyed to the working paper topics, is appended. (SH)

(155)

ED 138 793

Williams, David C.

What Is "Research" in Adult Education? Issues in Methodological Diversity.

Pub Date Apr 77

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Educational Objectives, Educational Philosophy, *Educational Research, Models, Research Design, *Research Methodology, *Research Problems

The range of methodological choices appropriate to adult education research is surveyed in this study. The most central consideration is the conflict between emphases on quantitative techniques and various approaches to researchable areas which are not grounded in positivistic/empirical designs. Skills, talents, defects, and ideologies reflected by these other approaches to research are explored and classified. Methodological conflict in adult education research is compared to similar dissensus in other educational and social science disciplines, including history, criminal justice, sociology, and competency-based teacher education. Areas other than quanto-techniques which are discussed include various descriptive techniques in policy analysis models, analytical philosophy, ethnomethodology, the cluster of psychohistory, historiography, and case study methods as well as exegetical and hermeneutical dimensions. A case against exclusive ideological commitment to single genres of method is presented, utilizing completed and ongoing reports of research to illustrate how such commitment may result in data production which generates artifacts of design and technique, rather than revelations of actual events, relationships, and experimental consequences. (Author/TA)

(156)

ED 141 514

Scissons, Edward H.

Representative and Quasi-Representative Designs for the Improvement of Adult Education Research and Evaluation Studies.

Pub Date Apr 77

Note—16p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Educational Research, Research Criteria, *Research Design, *Research Methodology, Research Problems, *Validity

Traditional research literature distinguishes between two general types of threats to the generalizability of experimental findings: Internal validity and external validity. Relatively minor importance has been attached to external validity in educational literature. Bracht and Glass elaborate on external validity and deal with two types: Population validity and ecological validity. Snow indicates that the biggest threat to external validity occurs when the experiment does not fit the phenomena being studied. Traditional experiments are nonecologically oriented, tend to manipulate the subject for experimental convenience, and yield results which are nonrepresentative. Historically, basic research has emphasized internal validity and applied research has been concerned with immediate problem solving (external generalizability). Generalizability must be the sole factor in judging all good research, and the fundamental design principle governing generalizability is representativeness. There are a number of strategies educational researchers may use to build significant and generalizable studies, for example, imbedding experimental procedures in existing structures in as nondisruptive a manner as possible, replicating experiments, using placebo treatment groups, examining the utility of proposed research, and not overgeneralizing from results. Adult educators also must be concerned with the generalizability of their research. They must be applied researchers, emphasizing external validity over internal validity. (LMS)

(157)

ED 143 559

Bock, John C. *Papagiannis, George J.*

The Demystification of Nonformal Education: A Critique and Suggestions for a New Research Direction. Issues in Nonformal Education, No. 1.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date 76

Note—39p.

Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00 paperbound)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cultural Factors, Educational Research, Educational Theories, *Nonformal Education, *Research Criteria, Research Needs, *Research Problems, Social Attitudes, *Social Factors, Social Influences, Social Science Research, *Theories

The study of nonformal education is recast into a broader contextual framework so as to better understand its potential, limitations, and significance. Emphasis is on considering commonalities in nonformal education, as well as its differences from schooling, in relation to processes of social change. The paper considers nonformal education from an analytical and conceptual perspective rather than from a practioner's perspective. The present set of assumptions regards nonformal education from a human deficit view and sees it as effecting social change through raising consciousness and competence. What must be realized is that nonformal education is a social product interpenetrating and interacting with other social domains. The need is for a shift in emphasis from an overly psychological view toward a more balanced view that would include societal factors.For example, the context within which nonformal education takes place must be taken into account; its definition will vary from revolutionary to nonrevolutionary, and underdeveloped to developing environments. Research must examine the social attributes of nonformal education including (1) its recruitment, management, and mobility function; (2) its internal features; (3) and its societal charter, that is, its institutional definition. Suggestions include the formation of an agency which possesses socialization functions and serves as a system of social exchange. (KC)

(158)

ED 150 839

La Recherche en Pedagogie des Langues aux Adultes: Compte Rendu d'un Seminaire (Research in Language Teaching to Adults: Conference Report). Melanges Pedagogiques, 1977.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 77

Note—18p.; In French

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Adult Students, Audiovisual Aids, Autoinstructional Methods, English (Second Language), Evaluation, Instructional Materials, *Language Instruction, Language Programs, Languages for Special Purposes, Learning Processes, Post Secondary Education, *Second Language Learning, *Seminars, Student Motivation, Student Needs, Teaching Methods

This article describes the seminar on research in adult language education held in Nancy, France, in June, 1977. It includes reports on the four roundtables and gives details concerning organization and membership, as well as a list of the topics that were discussed. The four roundtables addressed the issues of student needs and motivation, evaluation, instructional materials and audiovisual aids, and learning processes. Topics covered by the forty-one papers presented during the seminar include the philosophy, psychology, biology, and methodology of second language teaching; the motivation and learning processes of adults learning English at the University of Metz; audiovisual aids in language teaching; the learning and teaching of languages for special purposes; the teaching of Russian to adults; a critical look at autoinstructional approaches; the accessibility to psychology students of bibliographies of research in English; and literacy and the teaching of French to foreign workers. (CLK)

(159)

ED 152 992

Faringer, Richard

The Relation between Learning Problems of Adults and General Learning Theory.

Pub Date Apr 78

Note—30p.; Speech given before the annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Learning, Adults, Educational Problems, *Factor Analysis, Learning Activities, *Learning Characteristics, Learning Processes, *Learning Theories, *Performance Factors, Research Needs

Identifiers—Microinferential Analysis

If there is to be some claim of uniqueness as related to adult learning problems it must come from the development of general principles for guiding learning tactics in the classroom. We are a long way from being able to discern how to correlate student/client abilities with appropriate tactics. Considerable research is needed to harness the learner's history toward more efficient learning. Methodology for carrying this out must go in some new direction. Since our dependence on microinferential analysis has not proved to be as useful a technique as once believed, we should re-examine available data regarding adult learning with multiple factor analysis. This method will help build some bridges between the largely useless microinferential data of traditional psychological research and the macro-operational arena of the classroom. To be useful, microprocesses must be seen in the context of many other factors with which they interact in a given situation. Experienced teachers have found seven factors extremely useful for planning and evaluating organized learning as well as categorizing basic research. These factors are the statement of purpose, the background of the clientele, group management, mental functions, structure of the discipline, tactics or learning experiences, and psychological environemnt. (EM)

(160)

ED 153 011

Hiemstra, Roger

The Community Perspective for Research on Lifelong Learning.

Pub Date 28 Mar 78

Note—21p.; Paper presented at the annual meeting of Adult Education Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Citizen Participation, Community, Community Change, Community Characteristics, *Community Development, *Community Resources, Community Study, *Continuous Learning, Educational Change, Educational Coordination, Educational Opportunities, Educational Resources, *Research Needs

Identifiers—United States

Examining the meaning of lifelong learning within the context of "community" (defined in terms of interests and locality), the author explores many learning resources and opportunities and identifies related research questions. The content of this study is presented in three sections. The first section on the community as a setting for lifelong learning discusses different ways of defining community and lifelong learning. Section 2 covers current happenings in the community and their implications for the lifelong learning movement, including non-traditional educational opportunities, ADELL (Adult Education and Lifelong Learning Clearinghouse), tax credit for tuition, worker's sabbatical, self-planned learning, and reverse migration. The last section discusses six priority research topics and for each one presents several questions that need answering. Brief description of two examples of efforts to activate the educative community is attached. (EM)

(161)

ED 156 828

Tough, Allen

Major Learning Efforts: Recent Research and Future Directions.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date Mar 78

Note—27p.

Available from—Department of Adult Education, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Adult Learning, *Adults, *Educational Interest, Educational Needs, Foreign Countries, *Learning Activities, Learning Motivation, Literature Reviews, *Participant Characteristics, Participant Involvement, Program Length, *Program Planning, *Research Needs, Surveys

Identifiers—United States

In this paper, the author reviews the research done on the learning efforts of adults and presents some high-priority directions for the future. The paper first defines major learning efforts (learning projects) and describes some recent changes in the practice and focus of adult education. It then provides a general picture of the frequency of adult participation in learning projects as well as of the duration and planning of these projects. A review then follows of several surveys which provide data on the learning efforts of adults in varied populations. These surveys are grouped according to their focus under the following categories: geographical areas, older adults, occupational categories, educational level, and peer groups. The author also summarizes a few studies that focused on motivation, the learner's planning tasks, and persons who help with the planning. The concluding section suggests eight research and development projects for the future. (EM)

(162)

EJ 128 916

Participatory Research: An Approach for Change Hall, Budd L., *Convergence*, v8 n2, pp24-31, 75

*Adult Education, *Research Methodology, *Field Studies, *Citizen Participation, Research Problems, Educational Research, [*Participatory Research, Survey Research]

A case for adopting participatory research methods in adult education, based on the research activities of the author while in Africa, is presented. Four shortcomings regarding survey research methodology and seven principles for developing participatory research methods are discussed. (LH)

(163)

EJ 149 797

Thoughts on Research Methodology Holmes, John, *Studies in Adult Education*, v8 n2, pp149-163, Oct 76

*Research Methodology, *Research Needs, *Adult Literacy, *Educational Research, Research Projects, Student Attitudes, Educational Researchers, Schematic Studies, Adult Students, Research Problems

A discussion of the needs and consideration of the appropriateness of various methodological approaches used in conducting research projects on adult literacy. (WL)

(164)

EJ 150 927

Factor Analysts at Large: A Critical Review of the Motivational Orientation Literature Boshier, Roger, *Adult Education*, v27 n1, pp24-47, F 76

*Educational Research, *Evaluation, *Research Methodology, *Statistical Analysis, *Rating Scales, *Learning Motivation, Literature Reviews, Adult Learning, Typology, Motivation, [Education Participation Scale, Continuing Learning Orientation Index, Reasons for Educational Participation Scale]

The methodology employed in fourteen motivational orientation studies is reviewed. All studies used either the Education Participation Scale, the Continuing Learning Orientation Index, or the Reasons for Educational Participation Scale. Issues discussed concern factor scoring, factor analysis, rotation, scaling, reliability, and the extent to which the three-factor Houle typology is an accurate representative of reality. (Editor/WL)

(165)

EJ 161 773

Publication Activity of Selected Professors of Adult Education Long, Huey B., *Adult Education*, v27 n3, pp173-186, 77

*Professors, *Publications, *Adult Education, Higher Education, College Teachers, Educational Research, Educational Background, Periodicals, Books, Individual Characteristics

Results of a study designed to determine the rate of publication of professors of adult education, publication trends, kinds of publications, and selected author characteristics. Discussion of findings covers publication modes, the importance of publication in specific journals, and the relationship between school attended by professor and publication activity. (SH)

(166)

EJ 161 802

Some Thoughts About Research in Adult Education Venkataiah, N., *Indian Journal of Adult Education*, v38 n1, pp40-43, Jan 77

*Adult Education, *Research Needs, *Educational Needs, *Educational Research, Adult Literacy, Functional Illiteracy, [India]

Discusses some areas which require the immediate attention of research in adult education, including policymaking and program planning, teaching methods, training needs of staff, evaluation, attitudes, motivation, production of teaching material, administration and organization, adult literacy, and functional literacy. (TA)

(167)

EJ 169 288

Changing Perspectives on Basic Research in Adult Learning and Memory Hultsch, David F., *Educational Gerontology*, v2 n4, pp367-378, Oct 77

*Adult Learning, *Behavioral Science Research, *Cognitive Processes, *Memory, *Older Adults, *Educational Gerontology, Age Differences, State Of The Art Reviews

It is argued that whether the course of cognitive development is characterized by growth, stability, or decline is less a matter of the metamodel on which the theories and data are based. Such metamodels are representations of reality that are not empirically testable. (Author)

(168)

EJ 171 075

Research Needs and Priorities in Adult Education Khajapeer, M., *Indian Journal of Adult Education*, v38 n7, pp5-10, Jul 77

*Research Needs, *Adult Education, *Research, Interdisciplinary Approach, Information Dissemination, Research Problems, Adult Learning, Global Approach

To strengthen the research in adult education, tools and expertise from other disciplines should be utilized, research results disseminated, and research priorities set. Problems directly related to adult learning needs should be investigated on a priority basis. (EM)

0955 DISSEMINATION

(169)

ED 127 479

Niemi, John A.

Dissemination Models: Dynamic Ways to Get the Message Out.

Pub Date Aug 76

Note—17p.; Paper presented at the Virginia Adult Basic Education Dissemination Conference (Staunton, Virginia, August 12, 1976); Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Role, *Adult Basic Education, Agency Role, Board of Education Role, Delivery Systems, Educational Development, Educational Research, Federal Programs, *Information Dissemination, Information Networks, Information Utilization, *Models, Research Directors, State Agencies, State Departments of Education, *Statewide Planning

In response to the need of Adult Basic Education (ABE) practitioners for means of disseminating information concerning new ideas and practices in their field (particularly the results of "309 Projects" funded under Title III of the Amendments to the Elementary and Secondary Education Act of 1966), The Iowa Model was developed in which the disseminator is the Department of Public Instruction (DPI) working through the "309 Project Directors." The model satisfies the demand for accountability by building in a rationale that emphasizes planning on the basis of local needs, constructing rationales for individual proposals, field testing of innovations, and dissemination of the outcomes. Also involved in each of the three phases of the model (Planning, Testing, and Dissemination) are various information systems, particularly the Educational Resources Information Center (ERIC) through its Clearinghouses on Career Education and Adult Education. In Phase I a search of the literature is conducted, rationale developed, a proposal written and submitted to the DPI for funding. Phase II involves the carrying out of activities described in the proposal, culminating in the design of new practices and materials based on results of field tests. An important element is the establishment of a communications network among project directors. Phase III is a 2-pronged approach to dissemination (1) utilizing the informal network of project directors and (2) utilizing the user networks of the Clearinghouses. Focus is on three dissemination approaches: impersonal communication and personal communication from the DPI, through the project directors, to the practitioners, and such communication between these groups and the Clearinghouses. Possible dissemination media include radio, television, local access cable television, newspapers, newsletters, professional journals, brochures, personal sources, telephone, consultants, Telenet, workshops, conferences, and college courses. (JT)

(170)

ED 143 378

Hardig, Robert J.

Relative Effectiveness of Dissemination Practices Used by Illinois Public Community Colleges in Adult and Continuing Education.

Pub Date Aug 76

Note—165p.; A summary issued as a separate document precedes the full study report

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, *Adult Students, Community Colleges, Educational Interest, Females, *Junior Colleges, Males, Marital Status, *Publicize, Public Relations, Questionnaires, Racial Composition, Socioeconomic Status, *Student Characteristics, *Student Interests, Student Motivation, *Surveys

Identifiers—*Illinois

In a broad-based survey to determine what community colleges are doing to publicize adult and continuing education programs and the effectiveness of that publicity, administrators ranked the following dissemination methods in order of importance: course schedules, newspaper advertisements, newspaper stories, program flyers, and word of mouth. Word of mouth was ranked highest by 24.7% of adult students, followed by course schedules (21.3%), college catalogs (21.0%), and flyers (12.8%), with newspaper advertisements and stories, and direct contact with the college comprising the remainder. Newspaper advertisements and stories were ranked highest by adult non-students, while 73.3% of businesses indicated that the colleges informed them of course offerings primarily through catalogs and flyers. The study gives a profile of adult students and nonestudents by sex, marital status, age, race, student status, and income. It also includes administrator projections of the socio-economic groups reached by various methods, reasons for adult participation, business educational incentives, and separate data for Parkland College that showed significant differences from the norm. Questionnaires for each group are appended. (RT)

1100 ADULT LEARNING CHARACTERISTICS

(171)

ED 116 016

Elliott, Paul H.

An Exploratory Study of Adult Learning Styles.

Pub Date 75

Note—32p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Learning, *Adult Students, Computer Assisted Instruction, *Educational Research, Interviews, *Learning Processes, Metric System, Post Testing, Pretests

Identifiers—*Learning Styles

The exploratory study focused on the existence, variability, and effectiveness of adult learning styles among participants receiving computer-based instruction in the metric system. A pretest was administered to 75 adults not currently involved in formal educational programs, and 40 participants were selected whose pretest indicated no knowledge or limited knowledge of the metric system. The learning experience was presented by the Plato 4 computer system, which recorded each participant's learner trail (record of moves) and the corresponding time data. A posttest was administered after participants' decision to end the learning; the posttest was followed by an interview to determine learner reactions. The data strongly supported the idea of learning styles, as each participant had a particular way of moving through the lesson (sequencing, pacing, and distribution of moves), and it also was possible to cluster participants according to learning styles. No relationship was indicated between membership in a particular learning style cluster and level of prior knowledge, age, sex, educational level, or recency of education. Approximately one-fourth of the participants were aware of a conscious strategy or plan of study. The high scores on the posttest made it impossible to determine the relative effectiveness of various styles. (EA)

(172)

ED 125 266
Lacoco, Veronica Gonzalez-Mena
An Analysis of Spanish and German Learners' Errors. Working Papers on Bilingualism, No. 7.
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date Sep 75
Note—30p.; For related documents, see FL 007 646-651
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Adult Students, *Error Patterns, *German, *Interference (Language Learning), Language Instruction, Learning Processes, *Second Language Learning, *Spanish, Transfer of Training, Writing Skills
Identifiers—*Error Analysis
This study analyzes Spanish and German errors committed by adult native speakers of English enrolled in elementary and intermediate levels. Four written samples were collected for each target language, over a period of five months. Errors were categorized according to their possible source. Types of errors were ordered according to their frequency. The hierarchies of relative difficulty thus obtained varied for the target languages. The production of some errors seemed to be based on proposed universals of language acquisition; other errors appeared to be directly related to the languages involved. (Author)

(173)

EJ 149 796
Remembering and Applying Newly Learned Concepts--How Do Older Students Fare? Jamieson, G. H., *Studies in Adult Education*, v8 n2, pp164-174, Oct 76
*Adult Students, *Adult Learning, *Retention Studies, *Transfer of Training, *Learning Characteristics, Psychological Studies, Concept Formation, Concept Teaching, Educational Research
Reports a study which took an experimental look at two psychological areas of inquiry which have a bearing upon adult learning: retention and transfer of learning. Two kinds of instruction were adapted for use with adults: programmed learning and guided discovery learning. (WL)

(174)

EJ 150 031
Sex, Verbal Ability, and Pacing Differences in Serial Learning Wilkie, Frances L.; Eisdorfer, Carl, *Journal of Gerontology*, v32 n1, pp63-67, Jan 77
*Gerontology, *Senior Citizens, *Sex Differences, *Verbal Ability, *Serial Learning, Geriatrics, Research Projects, Older Adults
Serial rote learning was examined as a function of sex, verbal ability, and stimulus presentation rate among 64 individuals aged 60-79 years. At the fast pacing speed, the men with average verbal skills produced fewer responses and performed less well than their female counterparts. (Author)

(175)

EJ 153 836
Profile of the Adult Learner Arbeiter, Solomon, *College Board Review* n102, pp20-7, Win 77
*Higher Education, *Adult Learning, *Adult Students, *Student Characteristics, *Statistical Surveys, *Student Motivation, National Surveys, Sex (Characteristics), Socioeconomic Status, Race
Recent trends in the adult education movement are reviewed and some suggestions of research reports for further reading are offered. Statistics are included regarding age, race, socioeconomic status, educational level, sex, and rural/urban areas. (LBH)

(176)

EJ 171 258
The Effectiveness of Study Skills Instruction with Students in an Adult Degree Program. Tryon, Georgiana Shick; Sy, Michael John, *Journal of College Student Personnel*, v18 n6, pp478-81, Nov 77
*Counseling Programs, *Counseling Effectiveness, *Adult Counseling, *Study Skills, *Remedial Programs, Higher Education, Program Evaluation, Research Projects, Adult Education, Study Habits
This investigation was designed to determine the effectiveness of a study skills program for students in an adult degree program. Results showed an increase in study habits and a decrease in concerns about school for students who participated in the program. (Author)

(177)

EJ 173 050
Toward a Theory of Learning How to Learn Smith, Robert M.; Haverkamp, Kay K., *Adult Education*, v28 n1, pp3-21, F 77
*Adult Learning, *Learning Difficulties, *Learning Readiness, *Cognitive Style, *Learning Theories, Learning Processes, Adult Education, Success Factors, Research Needs, Educational Needs
Analyzes the literature pertaining to the adult's need to learn how to learn and this concept's relevance for successful adult learning in three modes (learning on one's own, collaborative learning, and institutional learning). Also, discusses training (which helps adults acquire learning skills) and suggests some researchable questions. (EM)

1120
Mental, Perceptual Abilities Aptitude—Ability Identification—Tests

(178)

ED 140 003
Bosco, Joseph A.
Levels of Abstraction and the Adult Reader.
Pub Date Mar 77
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Abstract Reasoning, Adult Basic Education, *Adult Learning, *Cognitive Ability, *Cognitive Measurement, Cognitive Processes, Educational Research, *Logical Thinking, *Reading Comprehension
A study was designed to examine the relationship between certain measures of cognitive development and reading scores, particularly reading comprehension scores. Forty-one adult basic education students, ranging from 16 to 62 years of age (mean age of 25) and predominantly from lower socioeconomic groups, were administered the following three instruments, used to measure reading comprehension, level of logical judgment, and conservation of linguistic structure, respectively: The California Achievement Test; Peel's test of logical judgment (in which a paragraph was read to the subject, followed by two questions; subject's response was then rated according to coordination of information and data source); and Hutson's instrument consisting of eight pairs of sentences (which varied in terms of probability of occurrence and in terms of similarity and dissimilarity of meaning) in which the subject was asked to judge the equivalence or nonequivalence of paired sentences. Major findings revealed (1) that adults do function at different levels of logical judgment and that the functioning level is independent of the adult's reading achievement score, (2) the validity of Peel's concept of levels of logical judgment is supported, and (3) the two variables, linguistic conservation ability and reading level, are significantly related in adult populations. (SH)

(179)

ED 120 713
Cox, Judy Richardson
A Study of the Syntactic Competence of Adult Beginning Readers.
Pub Date 76
Note—30p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976); Based on author's Ph.D. thesis, University of North Carolina at Chapel Hill
Available from—Thesis only—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9230, MFilm $7.50, Xerography $15.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*Adult Basic Education, *Beginning Reading, Literacy Education, *Measurement Instruments, *Readability, Reading Diagnosis, Reading Research, Research Methodology, *Syntax
Identifiers—Readability Formulas
In this study, a test of syntactic complexity was developed to be administered to adult beginning readers. The purpose of the test was to determine syntactic competence in the reading of these adults as compared with literate adults. The test was developed on the basis of a review of the literature related to acquisition of syntax, complexity of relative clauses, and order of difficulty of sentence transformation. The test was administered to 21 Adult Basic Education (ABE) students and to 21 college students. The findings proved the hypothesis that the syntactic capability of adult beginning readers would be less advanced than that of literate adults. Complex items were generally more difficult than simple items. It was concluded that the test instrument constructed, with some modifications, could prove to be a good diagnostic instrument for determining reading syntax needs of ABE students. The results of the study provide further research clues for constructing more suitable readability formulas. (Author/TS)

(180)

ED 123 931
Dillon, David
Semantic Development of Lexical Items as Studied through the Process of Equivalence Formation.
Pub Date [75]
Note—25p.; Paper presented at the annual meeting of the American Educational Research Association
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Learning, *Child Language, Cognitive Processes, Elementary School Students, English, Individual Differences, *Language Development, Learning Characteristics, Learning Processes, Learning Theories, Native Speakers, Perception, Perceptual Development, *Psycholinguistics, *Semantics, Spanish, *Vocabulary Development
This study focuses on the semantic development of individual lexical items, as viewed from a semantic features perspective. It involves four narrow semantic domains, a sample of elementary school-children and their teachers, and two native language groups, English and Spanish. Semantic development is studied through the process of equivalence formation, the ability to group discriminably different things and to treat them as alike in some way. The results show significant developmental differences across age levels, with few differences between language groups. The salient features of the meanings of noun items are primarily Perceptible (size, shape, color, etc.) for younger subjects, but become increasingly and predominantly Nominal (a label used to name the group of words, e.g., food) among older subjects. The primary features of verb items remain predominantly Perceptible at all age levels. The results of this investigation differ significantly from two similar equivalence formation studies conducted among different populations. The meaning of a word and its subsequent development appear to be tied to an indivual's perception of the phenomenon represented by the lexical item and to his level of cognitive development. The results of this and other studies imply a broadening of the traditional concept of vocabulary development. (Author)

(181)

ED 134 541

Pottinger, Paul S.

Comments and Guidelines for Research in Competency Identification, Definition and Measurement.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SURC-TR-75-582

Pub Date 75

Contract—400-75-0036

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Development, Educational Assessment, Evaluation Needs, *Identification, *Measurement Techniques, *Performance Based Education, Performance Tests, Predictive Validity, Relevance (Education), *Research Needs, *Skills, Student Evaluation, Success Factors, Test Validity

This paper responds to the demand generated among competency-based program participants and administrators for definitions of "competence" and new assessment techniques and instruments for its measurement. Discussion centers on three aspects of assessment: (1) the identification and definition of competencies relevant to life and work outside of academia; (2) instrumentation, techniques, and processes of evaluation that provide reliable and valid measures of these competencies; and (3) standardization and/or establishment of levels of performance necessary and sufficient for awarding credentials. Technical problems in these three areas are identified, and directions for future research and development are suggested. Discussion strongly advocates an emphasis for competency assessment and identification that centers on adult development and learning outcomes with special attention to the interactive nature of psychological variables and how skills and abilities are integrated (as is required in life outside of academia). A "psychology of competence" is predicted. (MM)

(182)

ED 134 906

Hines, Terence M. Posner, Michael I.

Slow But Sure: A Chronometric Analysis of the Process of Aging.

Pub Date [75]

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Age Differences, *Manpower Utilization, *Performance Factors, *Psychological Tests, Research Projects, *Senior Citizens, Speeches, *Task Performance

A change commonly found in older persons is a general tendency for responses to external stimuli to be slowed. The document includes a review of theoretical approaches to the explanation of slowing on cognitive tasks that occur with age, and reviews the methodology of a two-part experimental study of 45 subjects. The study reports a letter-matching reaction time task to investigate the relative contributions of attentional factors, pathway effects, and motivational factors to the overall slowing seen with age. Older subjects (mean age 63.5) are found to be more accurate than younger subjects (mean age 20.0) who demonstrate greater speed but more errors. Feedback is shown to affect performance on the part of younger subjects who report pacing themselves. Statistical treatment of the data by cost benefit analysis indicates no significant difference in the time course of costs and benefits between younger and older subjects. (Author/SBP)

(183)

ED 137 664

Andrulis, Richard S. Also, Jeanne P.

Preliminary Investigation into Learning Disabilities in Adults.

Pub Date 76

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academically Handicapped, *Adult Learning, Cognitive Ability, Educational Research, *Intelligence Differences, *Learning Disabilities, *Learning Modalities, Mentally Handicapped, Multisensory Learning, Psychological Studies, Research Projects

In 1974-1975, a preliminary study was undertaken to investigate the presence of learning disabilities in adults. Previously completed research studies have focused entirely upon the child and adolescent, with a direct concentration on remediation of this problem. Learning disabilities, currently estimated to afflict ten million school-aged children, have not been viewed from either the adult vantage point nor has research concentrated on the etiology and diagnosis of this affliction. The research reported in this paper utilized an adapted version of the Wechsler Adult Intelligence Scale in a preliminary attempt to develop an adult diagnostic tool. Results suggest that based upon the Wechsler Adult Intelligence Scale adaption, considerable flexibility in modality capabilities may be a possible avenue toward eventual diagnosis of adult learning disabilities. (Author)

(184)

ED 137 665

Arenberg, David

Changes With Age in Learning and Memory.

Pub Date Sep 76

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, *Age, *Cognitive Processes, *Gerontology, Intelligence Factors, *Learning Processes, *Memory, *Older Adults, Research Projects

Recent publications of longitudinal and sequential analyses of psychometric data have been cited as evidence for "the myth of intellectual decline" with age. This term "myth" has been interpreted by many gerontologists to mean that intellectual functioning does not decline even late in life (except shortly before death). Furthermore, this interpretation of maintenance of functioning has been generalized to other cognitive performance. Learning and memory data from the Baltimore Longitudinal Study have been analyzed. Laboratory measures of serial and paired-associate learning and performance on the Benton Revised Visual Retention test indicate that verbal learning and memory-for-designs decline late in life. The primary results are based on pairs of measures at least six years apart of men over the entire adult range. These results were supported by comparisons of two independent samples from each of several birth cohorts. The two samples were measured at different times and provided estimates of age changes within cohorts. The samples measured later were older than the early samples; and for the groups late in life, performance favored the younger samples. The participants in this study are predominantly educated healthy men. These findings are not consistent with the hypothesis of maintenance of cognitive performance late in life. (Author)

(185)

ED 139 993

Mandelmach, Janice B.

An Investigation of Expertise: Implications for Adult Educators.

Pub Date Apr 77

Note—20p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, *Clinical Diagnosis, Cognitive Processes, *Decision Making Skills, *Educational Psychology, *Knowledge Level, Learning Characteristics, Learning Processes, Learning Theories, Medical Students, Physicians, *Problem Solving, Psychological Studies, Skill Development, Specialists

To examine the characteristics of expertise, a study at the University of Minnesota cardiac clinic compared differences in diagnostic ability and strategies between novices (fourth year medical students) and experts (specialists in pediatric cardiology). The investigator presented a model for expertise based on knowledge of subject matter content and knowledge of reasoning procedures. Four medical students and four specialists diagnosed eight cases, four in a simulated clinic task and four in a consultant task. All sessions were audiotaped. The novices and experts made different diagnoses based on a varying knowledge of the subject matter content and the use of different reasoning procedures. For example, a student used the procedure of successive scanning (considering only one hypothesis at a time) when he was reasonably sure of his diagnosis, while a specialist used a focusing strategy (reducing the set of hypotheses already generated) to limit the possibilities. The conceptualization of expertise as a combination of knowledge of content and knowledge of procedures is particularly relevant to the adult educator. Since most adults have mastered general strategies of learning, they need to learn and apply the procedures unique to an area in order to develop expertise in that area. A careful investigation of the expert's strategies can be utilized for programs designed to develop that expertise. A bibliography and diagrams related to the study are included in the report. (LMS)

(186)

ED 141 662

Worden, Patricia E. Mandler, George

Developmental Trends in Categorization and Seriation in Recall.

Pub Date [76]

Note—13p.; Paper presented at the Annual Conference of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, *Classification, Elementary Secondary Education, Individual Differences, Learning Processes, Mental Development, *Recall (Psychological), Research Projects, *Serial Learning, Thought Processes, *Training

Mandler (1969) found that one-third of adult subjects were seriators and two-thirds were categorizers in a task where either strategy could be employed. Study 1 was a replication of his procedure with children from Grades 1, 3, 5, 7, and 9. While there was weak evidence that some older subjects chose the categorial strategy, there was little evidence for use of the seriation strategy at any age level. In Study 2 we investigated the effects of strategy training with first and sixth graders. Subjects were given either serial, categorical, or no training. Categorical training was highly effective for older subjects, although it had but minor benefits for younger subjects. In contrast, serial training was not differentially effective for older and younger subjects. The data suggested that seriation as a retrieval strategy develops later than categorization, contrary to current theoretical notions. The implications of these developmental trends for adult individual differences in strategy performance were discussed. (Author)

(187)

ED 143 965

Gounard, Beverly R. Hulicka, Irene M.

A Cognitive Problem-Solving Approach to Learning in Later Adulthood.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y. April 4-8, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, Behavioral Science Research, *Cognitive Processes, *Educational Gerontology, *Learning, Memory, Motivation, *Older Adults, Physical Characteristics, *Problem Solving, Recall (Psychological), *Sensory Integration

An age-related decline in performance is typically observed in research on tasks that rely on cognitive processing. However, such declines must not be accepted as indisputable evidence that the learning efficiency of older adults is necessarily impaired. Cognitive factors such as a production deficiency in long-term memory and/or a retrieval deficiency do operate to depress the performance of older adults. However, a number of noncognitive factors such as functional and pathological sensory deficits, psychomotor slowing, poor physical and mental health, and insufficient or excessively high

motivation also mitigate against optimal performance in the aged. The learning efficiency of the aged may be improved through the use of teaching and learning techniques designed to compensate for the negative effects of both detrimental cognitive and noncognitive factors. (Author)

(188)

ED 148 145

Knapp, Joan

Assessing Prior Learning—A CAEL Handbook.

Cooperative Assessment of Experiential Learning, Columbia, Md.

Spons Agency—Ford Foundation, New York, N.Y.; Fund for the Improvement of Post-Secondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date 77

Note—124p.; For related document, see TM 006 733; Printed in small type

Available from—Cooperative Assessment of Experiential Learning, American City Building, Suite 403, Columbia, Maryland 21044 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Behavioral Objectives, *College Credits, *College Students, *Credentials, Educational Background, Evaluation Criteria, *Evaluation Methods, Guidelines, Higher Education, Informal Assessment, Job Skills, Knowledge Level, *Models, Post Secondary Education, Special Degree Programs, *Student Evaluation, Work Experience

Identifiers—*Experiential Learning, Performance Based Certification, *Portfolios

A model for assessing and awarding credit for prior experiential learning is presented; the adult student's experiences are summarized in a portfolio. The model incorporates eight stages: facilitating the construction and assessment of a portfolio, identifying significant prior experiences, expressing the learning outcomes of prior experiences, articulating prior outcomes to educational goals, documenting the learning experience, measuring the extent and level of prior learning outcomes, judging the learning outcomes, and evaluating prior learning outcomes for awarding credits or recognition. At each stage, alternative practical procedures are suggested. (Author/MV)

(189)

ED 148 895

Schaie, K. Warner Gribbin, Kathy

The Impact of Environmental Complexity upon Adult Cognitive Development.

Pub Date Jul 75

Note—27p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (3rd, Guildford, England, July 13-17, 1975); Some pages are marginally legible due to print quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adjustment (to Environment), *Adults, *Age Differences, Behavior Patterns, *Cognitive Ability, *Environmental Influences, Family Environment, *Individual Characteristics, Individual Development, Individual Differences, Life Style, Measurement Techniques, Mental Development, *Older Adults, Personality, Physical Environment, Social Environment, Social Status, Socioeconomic Influences, Test Construction, Trend Analysis

Identifiers—*Life Complexity Inventory (Schaie and Gribbin)

Recent investigations have demonstrated greater variance in change in intellectual performance between different generations or age groups than is true for generalized developmental change across chronological age. Such findings have led to a careful investigation of certain environmental factors which might account for such change. A new instrument, the Life Complexity Inventory (LCI), was developed to measure both current and retrospective characteristics of the individual's life style and microenvironment. The LCI was completed by 140 individuals ranging in age from 40 to 88, whose intellectual and personality functioning had been measured in 1956, 1963, and 1970. Initial analysis of this instrument resulted in eight distinct environmental item clusters, which represent particular patterns of life style or experiences, family relationship, or relationship to the environment. Moderate correlations were found between environmental cluster scores and change in cognitive function over two consecutive seven-year periods. These changes in cognitive function were measured by The Primary Mental Abilities Test and the Test of Behavioral Rigidity. The grouping of individuals according to these eight item clusters resulted in the identification of four modal subject types; these types differ in their pattern of change in cognitive function over time. (Author/MV)

(190)

ED 149 295

Lefton, Lester A.

A Developmental Examination of Basic Perceptual Processes in Reading. Final Report.

South Carolina Univ., Columbia.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—3-0153

Pub Date 1 Mar 77

Grant—NE-G-00-3-0017

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adults, *Cognitive Processes, Context Clues, Elementary Education, *Eye Movements, *Perceptual Development, *Reading Difficulty, *Reading Processes, *Reading Research

This report summarizes four groups of experiments examining the nature of basic perceptual processes in reading. The first group examined the relationship of English orthography to reading, specifically the transfer of information from the icon to short-term memory. The second group of experiments examined the use of peripheral information extraction in the reading process. The third group looked at peripheral information as a function of retinal location. The fourth group looked at reading-disabled subjects and their eye-movement strategy when presented with a match-to-sample task. Overall, the studies support the notion of a peripheral-to-cognitive search guidance system in which subjects use peripheral information to a great extent. The older the subjects, the more they are able to use this peripheral information. When peripheral information is not provided, subjects do not do as well in whatever task they are provided. Reading-disabled subjects are not only unsystematic but are least likely to use this peripheral information because of their lack of a cautious, systematic strategy (Author/AA)

(191)

EJ 134 163

Cognitive Styles and the Adult Learner Cawley, Richard W. V.; And Others, *Adult Education*, v26 n2, pp101-16, Win 76

*Cognitive Measurement, *Adult Learning, *Learning Processes, *Cognitive Processes, Adults, Tables (Data), Data Analysis, Educational Research, Life Style, [Witkin Embedded Figures Test, Cognitive Style Inventory]

The research investigated relational and analytic cognitive styles among 11 adult learners. Thirteen hypotheses were formulated and an instrument was developed to collect data on both styles. Predictions about learning environment preference were given reasonable support. (Author/EC)

(192)

EJ 134 252

Modality Effects And Memory In The Aged Taub, Harvey A.; Kline, Gary E., *Educational Gerontology*, v1 n1, pp33-59, Jan-Mar 76

*Learning Modalities, *Older Adults, *Adult Learning, *Memory, Research Projects, Aural Learning, Visual Learning, Teaching Methods, Response Mode, [*Educational Gerontology, Gerontology]

Three experiments were performed using unrelated digit materials and prose passages to evaluate whether an auditory or visual presentation of material would be best for an aged population. Data suggests that the choice of modality depends on the particular presentation condition rather than on the type of stimulus materials. (Author)

(193)

EJ 134 276

Paired-Associate Learning in Young and Old Adults as Related to Stimulus Concreteness and Presentation Method Witte, Kenneth L.; Freund, Joel S., *Journal of Gerontology*, v31 n2, pp186-192, Mar 76

*Older Adults, *Learning Processes, *Stimulus Devices, *Teaching Methods, *Young Adults, Research Projects, Memory, Multiple Choice Tests, Association Tests

Investigated the learning of young and old adults as related to two variables, stimulus concreteness (low vs. high) and presentation method (recall vs. multiple choice vs. associate matching). Main findings were: (a) the elderly did not perform as well as young adults, (b) for both groups, performance was better for the pairs with concrete stimuli. (Author)

(194)

EJ 131 118

Relations of Age and Personality Dimensions to Cognitive Ability Factors Costa, Paul T., Jr.; And Others, *Journal of Gerontology*, v31 n6, pp663-668, Nov 76

*Older Adults, *Age Differences, *Cognitive Ability, *Personality Assessment, *Gerontology, Research Projects, Senior Citizens, Comparative Analysis, Performance Criteria

The relation between three cognitive ability factors and three personality dimensions were examined in three age groups. Subjects were 969 male volunteers ranging in age from 25 to 82. While personality has some influence on cognitive performance, declines with age in performance on some cognitive tasks are not mediated by personality. (Author)

(195)

EJ 134 799

Adult Cognitive Styles and Test Performance Andrulis, Richard S.; Bush, David, *Educational Gerontology*, v2 n2, pp173-180, Apr 77

*Age Differences, *Older Adults, *Educational Gerontology, *Test Wiseness, *Cognitive Ability, *Information Processing, Comparative Analysis, Research Projects, Males

Adult males (N=90) ages 25 to 58 were individually tested with three cognitive style measures. Error scores on the MFF (Matching Familiar Figures Test) are a better predictor of test performance than are latencies. Presented at the 84th Annual Convention of the American Psychological Association, Washington, D.C., 1976. (Author)

(196)

EJ 156 185

The Effects of Verbal and Nonverbal Contingent Reinforcement Upon the Intelligence Test Performance of Black Adults Sheckart, George R.; Bass, Barry A., *Journal of Clinical Psychology*, v32 n4, pp826-28, Oct 76

*Reinforcement, *Intelligence Tests, *Adults, *Hypothesis Testing, *Student Testing, Research Methodology, Diagrams

It appears that contingent reinforcement may have an effect upon the intelligence test performance of black adults as evidenced by the consistent trend of the IQ scores in the direction of the proposed hypothesis. However, the primary analysis of the data revealed no statistically significant differences among treatment groups. (Author)

(197)

EJ 161 485

Faith is Not Enough: A Response to the Baltes-Schaie Claim That Intelligence Does Not Wane Horn, John L.; Donaldson, Gary, *American Psychologist*, v32 n5, pp369-73, May 77

*Intelligence Differences, *Age differences, *Psychological Studies, *Research Problems, *Adult Development, Measurement Techniques, Cohort Analysis, Research Methodology, Older Adults, Statistical Analysis

Concludes "that the one seemingly serious effort of Baltes and Schaie to contest the points of the Horn-Donaldson criticisms only brings us around to the same sad conclusion: that no matter how one looks at the Schaie data, it suggests that, on the average, there is age decline in many important abilities of intelligence." (Author/JM)

(198)

EJ 170 314
Free and Ordered Recall: Coding as a Function of Age Taub, Harvey A., *Journal of Genetic Psychology*, v131 n1, pp75-82, Sep 77
*Recall (Psychological), *Age Differences, *Young Adults, *Older Adults, *Verbal Learning, Research, Learning Processes, Mediation Theory, Retention, Letters (Alphabet)
Three experiments were performed with young and aged female volunteers (mean ages approximately 25 and 70 years respectively) to evaluate coding ability with ordered and free recall tasks. (BD)

(199)

EJ 170 351
Cohort-Sequential Analyses of Adult Intellectual Development Schaie, K. Warner; Parham, Iris A., *Developmental Psychology*, v13 n6, pp649-53, Nov 77
*Cohort Analysis, *Adult Development, *Intellectual Development, *Mental Rigidity, *Age, Statistical Analysis, Research, Young Adults, Adults, Older Adults
Cohort-sequential analyses were conducted on measures from the Primary Mental Abilities Test and the Test of Behavioral Rigidity for 2,151 participants at the first testing and 723 individuals at the retesting 7 years later. Data were examined for 7-year age intervals from 25 to 81 years and cohort intervals from 1889 to 1938. (Author/JMB)

(200)

EJ 182 981
Fatigue Effects on Intelligence Test Performance in the Elderly Cunningham, Walter R.; And Others, *Journal of Gerontology*, v33 n4, pp541-5, Jul 78
*Gerontology, *Geriatrics, *Intelligence Tests, *Task Performance, *Fatigue (Biology), Research Projects, Older Adults
The purpose was to investigate effects of fatigue on intelligence test performance in the elderly. Fatigue effects were investigated by varying number of previous tests, by introducing breaks, and by using a pre-test fatigue-producing condition. The elderly are not as susceptible to test fatigue as previous results suggested. (Author)

1160
Psychological, Personality Factors—Creativity—Participant Characteristics—Self Actualization—Self Growth—Attitude Change

(201)

ED 110 629
Robison, Kathleen A. *Canfield, Allan L.*
Toward an Adult Learner Profile: An Administrative Report.
State Univ. of New York, Buffalo. Div. of Continuing Education.
Pub Date Jun 75
Note—23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Adult Programs, *Adult Students, College Programs, Demography, Educational Background, Evening Students, *Noncredit Courses, Participant Characteristics, Post Secondary Education, Racial Composition, *School Surveys, *Student Characteristics, Tables (Data)
Identifiers—Buffalo, State University of New York
The report describes a statistical study of persons in credit-free programs at the State University of New York at Buffalo. Designed to develop a survey instrument for determining an adult learner profile, the study was conducted among the 1,486 persons registered in such programs in the fall of 1974 (of whom 676 responded to the written questionnaire), a group analyzed to be highly representative of the sample universe. The study determined that in the sample: most students were white, most were affiliated with either the Catholic, Protestant, or Jewish religious denominations, most were 30-39 years old, most were married, the median family income was $12,001-$15,000, a plurality were employed in professional and technical occupations, and the median highest level of education was three to four years of college. Regarding student involvement with the credit-free programs, the study determined that: most students obtained information through brochures mailed to their homes; most students considered course topic as their prime consideration in course selection; although time of class meeting was of secondary importance, most students preferred weekday evenings; and of much less significance were location, transportation, and baby-sitter availability. Seven pages of the document present supporting tables. (JR)

(202)

ED 110 851
McLagan, Patricia A.
Behavior Theory and Adult Education.
Pub Date Apr 75
Note—39p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Education, Adult Learning, Annotated Bibliographies, Behavioral Science Research, *Behavior Change, Behavior Development, *Behavior Theories, Individual Characteristics, Learning Theories, Positive Reinforcement, *Self Reward
The paper proposes that when behavior change is the major target of an adult education program, the designer must consider three factors: (1) the four basic targets for behavior change efforts (behavior goals and plans, basic knowledge and skills needed for successful performance, physical environment, reinforcers of behavior); (2) individual differences of the learner (self-esteem level, meaningfulness of behavior goals, self-image clarity, perceived locus of control); and (3) qualities of the target behavior. It describes self-behavior modification through self-goal setting, self-monitoring, self-reinforcement, and self-controlled environment change. Advantages and disadvantages of self-behavior modification are also proposed. Behavior theory is then related to adult education design, and an interactive model that can provide structure and/or freedom to individuals according to their needs to use in behavior change programs for adults is introduced. The paper also presents results of a study of the effects on new behavior development of educator- vs. learner-determined reinforcement in a reading and information handling program for technical professionals in industry, which suggest that adult learners will self-reward and that they find self-rewards more satisfactory than externally determined reinforcement. (Author/JR)

(203)

ED 113 540
Thorson, James A.
Attitudes Toward the Aged as a Function of Race and Social Class.
Pub Date 1 Nov 74
Note—10p.; Paper presented at the Annual Meeting of the Gerontological Society (27th, Portland, Oregon, November 1, 1974)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Attitude Tests, *Comparative Analysis, *Older Adults, Racial Factors, *Social Attitudes, Social Class, Social Factors, *Young Adults
Studies have indicated that subjects with more years of education show a positive attitude toward older persons. The present study investigated the effects of other variables, in this case race and social class, in relation to attitudes toward older persons. A sample group of high school juniors and seniors whose ages ranged from 16 to 18 were given a questionnaire based on the Kogan Attitudes Toward Old People Scale. The subjects consisted of 48 blacks and 50 whites; 46 belonged to the lower income class and 52 to the middle income class. The results of the study showed almost no effect on attitudes toward older people based on race and social class. Combining data from this study with a previous study giving a total of 194 subjects showed a relationship between number of years of education and a more positive attitude towards the elderly. The tabulated scores and a list of references are included. (EC)

(204)

ED 120 443
Kohen, Andrew I. *Barker, Susan C.*
The Antecedents and Consequences of Interruptions in Formal Schooling: A Review of the Literature.
Ohio State Univ., Columbus. Center for Human Resource Research.
Pub Date Feb 76
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—Academic Aspiration, *Adult Students, Dropout Programs, *Dropout Research, *Dropouts, Educational Benefits, Educational Status Comparison, Elementary Secondary Education, Higher Education, *Literature Reviews, Relevance (Education)
The document presents a literature review, providing a summary of existing research findings relevant to all types of schooling interruptions. The section on the noncollege interruptee examines primary and secondary schooling: the types of programs available, characteristics of returnees, probabilities of program completion, and effect of interruption on educational and occupational aspirations. Most research implies significant economic and psychological gain to those who do return and complete high school. The college interruptee section examines institutional criteria for readmission of temporary dropouts, interruptions for military service, and women returnees, with research predominantly concerned with their academic success after readmission. Concluding comments state two general weaknesses in the literature: (1) lack of research regarding the manifestations of the purported advantages and disadvantages in the world of work for the returnee as compared to those who have had uninterrupted schooling, and for the returnee who drops out before graduating as compared to the dropout who does not return; (2) methodology. A reference list, 17 pages, is included. (LH)

(205)

ED 122 157
Hopper, Earl *Osborn, Marilyn*
Adult Students: Education, Selection and Social Control.
Pub Date 75
Note—187p.
Available from—Frances Pinter (Publishers) Ltd., 161 West End Lane, London NW6 2LG, England (Clothbound, $10.00; Paperbound, $5.00)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Adult Students, *Educational Development, Foreign Countries, Interpersonal Relationship, Interviews, Mobility, Questionnaires, *Social Stratification, *Social Structure, Student Characteristics, Tables (Data), Womens Education
Identifiers—*Great Britain
The monograph examines British full-time adult students in the context of education and stratification systems of industrial society. It attempts to test propositions concerned with how a system of educational selection regulated the ambitions of the post-war generation, and how it inadvertently created widespread feelings of discontent. The findings of two studies are reported: (1) a 1970-72 survey of 56 male and 46 female adult students, aged 22 and over, in degree courses (examining reasons and adjustment in becoming

full-time students) and 101 male and 40 female conventional entry students, aged 18-19, and (2) a 1965-66 survey of 183 males 32-40 years of age relating personal/interpersonal characteristics with patterns of mobility/non-mobility. A random sample of 1,928 adults interviewed in 1970 regarding work/leisure also was used for comparison. Data from in-depth interviews and questionnaires show how feelings of discontent are linked to the emerging interest in adult education. Adult education development is viewed as an attempt by those in power to manipulate the education system to maintain a stable social order. A separate chapter discusses women and education. Data related to adult patterns of mobility/non-mobility and examination success are appended. (Author/EA)

(206)

ED 123 337

Kanun, Clara

The Extension Classes Student: Patterns of Registration, Sociological Profile and Goals and Motivations.

Minnesota Univ., Minneapolis. Continuing Education and Extension Research Dept.

Pub Date Jan 76

Note—41p.; For related document, see CE 007 019

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Educational Background, Educational Planning, Enrollment Influences, Enrollment Trends, Extension Education, *Motivation, *School Registration, School Surveys, *Student Characteristics, Student Evaluation of Teacher Performance, Tables (Data), *University Extension

Identifiers—*University of Minnesota

Extension classes student characteristics for Continuing Education and Extension, University of Minnesota, are presented and provide a basis for future program planning. Detailed descriptions and 22 supplemental tables are presented regarding: patterns of registration, span of attendance, courses registered for and completed, educational background, motivation for extension classes registration; sociological characteristics, and evaluation and preference. An introduction and summary provide an overview of the data presented in the body of the paper. Extension classes students are reported as heterogeneous on many characteristics, with the majority part-time students, most commonly in the age category of 21-25, employed in full-time professional, managerial, or white collar jobs, married, with high educational backgrounds, and transient registration patterns. A variety of motivations are reported for registration, and general student satisfaction regarding fulfillment of educational expectations and favorable student evaluation of Extension instructors is shown. (LH)

(207)

ED 123 450

Study of Barriers to Participation in Post Secondary Education as Perceived by Adults in West Central Minnesota.

Minnesota Univ., Morris.

Spons Agency—Office of Education (DHEW), Washington, D.C.; West Minnesota Consortium for Community Service.

Pub Date Dec 75

Note—106p.; Prepared by the Morris Learning Center of the Office of Continuing Education and Regional Programs

EDRS Price MF-$0.83 HC-$4.81 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, *Adult Students, Educational Attitudes, Educational Interest, *Educational Problems, *Enrollment Influences, *Post Secondary Education, Socioeconomic Influences, *Student Characteristics, Student Motivation

Identifiers—*Educational Barriers, Minnesota

The primary intent of the study of 42 adults in West Central Minnesota was to discover what adult learners perceived as barriers to continuing education. Twelve of the adults interviewed were enrolled in a baccalaureate degree and 30 expressed an interest in postsecondary education but currently were not enrolled (26 future degree seekers and 10 non-degree seekers). All but two had obtained a high school diploma and all but four had completed some post-high school study. Ages ranged from early twenties to the late fifties, with most individuals married and assuming family responsibilities. Five barriers identified were: (1) access to educational facilities, (2) family responsibilities, (3) finances, (4) time, and (5) motivation. Most barriers involved both situational and value-related elements. Eleven of the current degree seekers were able to overcome the situational barrier of access to educational facilities by pursuing the University Without Walls degree at the University of Minnesota, Morris. The study sample population, with access to educational facilities and family responsibilities as the greatest barriers, differed from a national sample by Cross and Valley indicating time and finances to be the greatest barriers. Various implications for adult educators are drawn. (EA)

(208)

ED 126 334

Hinkley, Nancy E.

The Relationship Between Sex and Intrinsic Job Satisfaction of Adult Educators.

Pub Date Apr 76

Note—41p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Educators, Attitude Tests, *Educational Research, Females, Graduate Surveys, Individual Tests, *Job Satisfaction, Males, *Need Gratification, Participant Characteristics, Questionnaires, Self Actualization, Self Concept Tests, Self Esteem, *Sex Differences, Task Performance, Work Environment

Relatively few studies of job satisfaction have dealt with sex as a significant variable. Recent studies have determined that Maslow's hierarchy of needs has particular application to the work situation and to an examination of sex differences in intrinsic job satisfaction. A questionnaire based on Maslow's hierarchy was sent to all of the 378 persons who received their post-baccalaureate degrees in adult education from North Carolina State University from 1966 to 1974; 309 (82%) responded producing 292 usable questionnaires. Several characteristics of the population were: one-fourth were females, more than one-half the men and less than one-fourth of the women had their doctorates, almost all were employed full-time with 6.7% of the women and 35.0% of the men receiving incomes over $21,000. Female adult educators found less gratification of higher level needs than males in the performance of job related tasks. The difference was significant not only with the total need deficiency scores but also with each of the sub-scores that dealt with esteem, autonomy, and self-actualization. The results indicate that higher level need satisfaction in the performance of job-related tasks is meaningful to both female and male adult educators. (JH)

(209)

ED 126 337

Jimenez, Andres E., Comp.

The Educational Sciences: Their Relevance to Adult Training in Canada. Innovations in Training Series Number 1.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date Mar 76

Note—283p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Adult Education, Anthologies, Behavioral Sciences, Biological Sciences, Cognitive Development, Cognitive Processes, Communication (Thought Transfer), Conceptual Schemes, Cultural Factors, *Educational Theories, Learning Characteristics, *Learning Modalities, Memory, *Models, *Scientific Attitudes, Scientific Concepts, *Scientific Methodology, Scientific Principles, Symbolic Learning, Symbolism, Teaching Styles

Identifiers—Canada, Cognitive Style Mapping, *Educational Sciences, Project ARISTOTLE

The articles in the collection discuss the theory and practice of seven Educational Sciences. These are the basic elements of a conceptual framework for the education profession proposed by Joseph E. Hill in the belief that if educators are to establish mutual understandings of educational problems and phenomena, a unifying conceptual framework and language are imperative. According to A. E. Jimenez, compiler of the collection, Hill urges educators to become skilled in using information pertaining to (1) symbols and meanings, (2) perceptions, (3) inferential patterns, (4) the biochemistry of memory, (5) individual cognitive styles, (6) counseling, (7) administrative and teaching styles of college personnel, and (8) systematic analysis and decision making. In addition to Jimenez' introductory article and three articles authored or co-authored by Dr. Hill (one in English, one in French, and one in both a French and an English version), the collection includes 11 articles by other authors: (1) six articles in English only treating cognitive style mapping and individualized or personalized education; (2) two articles in French only on these subjects; and (3) three articles in both French and English versions, one describing Project ARISTOTLE. There is an emphasis on occupational education throughout the collection. (AJ)

(210)

ED 126 354

Jones, Alice W. Dierer, Thomas J.

A Survey of Adult and Part-Time Students at the University of Alabama. Research Paper No. 3.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—Alabama Univ., University. Committee on Adult and Part-Time Students.

Pub Date 75

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Students, *College Students, Counseling, Educational Needs, Financial Problems, *Needs Assessment, *Part Time Students, Questionnaires, *Student Characteristics, Student Needs, *Surveys, Tables (Data)

Identifiers—*University of Alabama

Conducted by the University of Alabama Committee on Adult and Part-Time Students, the 1974-75 study is concerned with identifying characteristics of adult and part-time students at the University of Alabama and drawing inferences from these attributes. A random sample of 284 of 2,021 part-time students at the university was selected. Of the 179 students who had telephones, 70 were interviewed. The study revealed that most of the students responding to the survey were reasonably satisfied with the services and programs. However, needs were not being met entirely because of the lack of night-time and weekend classes, particularly of the core courses. The majority of the students were male with work and family obligations and in need of financial assistance. Over one-half of the students indicated that the university should provide some financial assistance. The survey indicated that counselors were not being used effectively by the adult and part-time students; therefore, counselors should be more visible and responsive to the unique needs of adult and part-time students. More than two-thirds of the document consists of tables indicating absolute and relative frequencies of related questionnaire items. A copy of the questionnaire is appended. (Author/EA)

(211)

ED 132 245

Smith, Robert M.

Learning How to Learn in Adult Education. Information Series No. 10.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—96p.

Available from—Northern Illinois University, NIU Information Program, 204 Gabel Hall, De Kalb, Illinois 60115 ($4.25)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Community Development, *Educational Needs, Educational Research, Guidelines, *Learning Processes, Teaching Techniques, *Training Objectives, *Training Techniques

This document is a tentative effort to lay out some of the components and implications of the "learning how to learn" concept. It is intended to be used in theory building and practical applications in the realm of adult education. Four chapters are included: The Concept (with the subheadings Concerning Terminology, The Learner's Needs, Some Special Contexts); Group Learning (with the subheadings Advantages of Group Learning, How to Use a Teacher, The Laboratory Method, Bradford's Theory and Model, The Indiana Plan and Participation Training, Community Development); Self-Directed Learning and Learning Style (with subheadings of Some Competencies, Learning from Experience Learning Style, Cognitive Style); and Training and Research (with subheadings of Three Programming and Learning Modes, Sources of Training, Training Guidelines and Observations, Differentiating Training Needs, Some Research Implications). A 48-item annotated bibliography is appended. (WL)

(212)

ED 138 788

Kummerow, Jean M. Hummel, Thomas J.

The Fit of Life-Stages to Adults Ages 23-38.

Minnesota Univ., Minneapolis. Education Career Development Office.

Report No—ECDO-R&D-1977-3

Pub Date Apr 77

Note—12p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Development, Adults, Age Groups, Behavioral Science Research, *Developmental Stages, Growth Patterns, Interviews, Reliability, Research Methodology, *Young Adults

A study of 60 adults, ages 23-38, was done to assess the fit of life-stages (periods during which adults of similar age face common problems, events, pressures, situations) identified by writers in adult development for these ages. Focus was on (1) creating a structured interview schedule to obtain data which should be age-related and (2) creating a system by which judges were trained to identify life-stages and to apply that identification scheme. The life-stages included for study were (1) Leaving the Family (late teens-early twenties), (2) Provisional Adulthood (early twenties-late twenties), (3) Age 30 Transition (late twenties-early thirties), (4) Settling Down (early thirties-late thirties) and (5) Mid-Life Transition (late thirties-early forties). Twenty middle-class individuals (9 men and 11 women) from each of three age groups, 23-27, 29-32, 34-38, were interviewed in taped sessions designed to elicit in-depth responses regarding occupation, leisure, and relationships. Evaluating the presence or absence of various characteristics, two raters for each interview distributed 100 percentage points among scales representing the life-stages. Inter-rater correlations, means and standard deviations of the life-stage ratings by age group, and analysis of variance of group differences were computed. It was concluded that with training in life-stages descriptions, individuals can classify subjects into life stages with reasonable accuracy. The results suggest that life-stages do not fit completely for the individuals studied, with the fit being poorest at Age 30 Transition, but that life-stages are reliably associated with differences between age groups. (EM)

(213)

ED 139 992

Johnson, James F. Trent, Curtis

An Analysis of Student Evaluation of Course and Instructor as an Expression of the Student's Values and Adult Education Attitudes.

Pub Date Apr 77

Note—25p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-23, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, College Faculty, *Course Evaluation, *Educational Attitudes, Educational Research, Graduate Students, Higher Education, *Personal Values, *Student Attitudes, *Student Evaluation of Teacher Performance, Teacher Evaluation

The study determined the influence of students' values and adult education attitudes on their evaluation of faculty. Eighty-four adult education graduate students, enrolled in four sections of an adult learning theory course taught by three different instructors, completed an evaluation form, a value survey, and an adult education attitude scale at the end of the course. Multiple regression and path analysis showed that (1) adult education attitudes and selected values accounted for 27% of the variance in student evaluation of faculty, (2) adult education attitudes were responsible for 8% of the variance in student evaluation of faculty, and (3) values were not significantly related to student evaluation of faculty. A path model suggested that values influenced student evaluation of faculty through attitudes. The findings suggested that values and attitudes play an important part in student evaluation of faculty and should be recognized when interpreting the results of such ratings. (Author)

(214)

ED 139 994

Altshuler, Evan

The Conceptual and Methodological Development of S(L)EA.

Pub Date Apr 77

Note—32p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977). For a related document see CE 011 076

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Case Studies (Education), *Learning, *Measurement Instruments, *Self Evaluation, *Validity

Identifiers—Shared Process Evaluation System, *Significant (Learning) Event Analysis

This document contains an analysis which identifies the transfer of the Shared Process Evaluation System (SHAPES) to the Significant Learning Event Analysis (S(L)EA), a self-evaluation instrument which offers a systematic flexible approach to access learning, and which is intended to be useful to adult education researchers in examining adult learning patterns. (SHAPES is an instrument used for community development project evaluation.) First, four sources of data on SHAPES are analyzed for assumption, processes, and instrumentation design traits which have a bearing upon S(L)EA. Next, assumptions and specifications for S(L)EA are discussed, followed by the description of a case study in which one of the S(L)EA interpretive frameworks, considered to provide useful and meaningful feedback to a learner using S(L)EA as a reflection medium, is examined. (The interpretive framework examined involved the development and use of a self-designed set of S(L)EA card clusters.) Methodology and findings are presented, with the findings also shown in diagrams and tables. The final two topics cover the evaluation research applications of S(L)EA, and experience with S(L)EA in a program evaluation. (SH)

(215)

ED 140 002

Boshier, Roger

Transition from Childhood to Adulthood: A Longitudinal Study of Attitude Change over Four Years.

Pub Date Apr 77

Note—45p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adolescents, Adult Education, *Adults, *Changing Attitudes, *Individual Development, Longitudinal Studies, Research, *Role Perception, *Social Influences

In an attempt to test the extent to which attitude change occurs as a function of social role, data was collected on two occasions occuring five years apart (1969 and 1974). Subjects were 72 persons aged 17-19 years old in their last year at high school. They completed the author's modification to the Wilson-Patterson Conservatism Scale in 1969 just prior to high school graduation. Five years later the modified C-scale was readministered. By this time the subjects had left school, some were married, others had travelled overseas, some were involved in political movements, others were continuing education. A 1969-1974 Conservatism Scale discrepancy score was calculated for each respondent. Discrepancy scores were then entered in a regression equation where respondent's "social roles" were the independent variables. From the study results, it appears that the post high school years (early adulthood) are a time when attitudes are shaped by social roles and experiences which accompany each role. The first section of this paper presents background information. In the second section, describing the study, the results are interpreted within the framework of a model which involves a distinction between changes occurring because of developmental events in contrast to historical time and historical events. (Author/SH)

(216)

ED 148 259

Fleurant, Judy B.

The Adult Education Market: A Compilation of Existing Surveys.

New England Open Learning Project, Durham, N.H.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—72p.

Available from—New England Open Learning Project, New England Center for Continuing Education, 15 Garrison Ave., Durham, New Hampshire 03824

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adults, *Demography, *Educational Demand, Educational Economics, *Educational Interest, High School Graduates, High School Students, Individual Characteristics, Junior College Students, Marketing, Nontraditional Students, Regional Planning, Seniors, Statistical Data, Statistical Studies, *Student Interests, *Surveys

Identifiers—*New England

A list of the existing surveys of the market for adult education is compiled and some conclusions drawn from the material. The emphasis is on relevance to the New England states but some national material is included. One part contains conclusions in the form of a profile of characteristics of learners and potential learners: age, income, educational background, educational and/or occupational goals, barriers to further education, and types of programs desired. Another section of the report summarizes the surveys on which the profiles were based. The populations surveyed include high school seniors and graduates, community college students already enrolled in a nontraditional program, and other adults. (MSE)

(217)

ED 148 412

Hunter, Walter E. McCants, Louise S.

The New Generation Gap: Involvement Vs. Instant Information. Topical Paper No. 64.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 77

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, Adult Students, *Age Differences, Aural Learning, *Cognitive Style, Community Colleges, Individual Characteristics, *Junior Colleges, Junior College Students, *Learning Characteristics, *Learning Modalities, Learning Processes, Multisensory Learning, Student Interests, Visual Learning

Identifiers—Learning Styles Inventory, Sinclair Community College OH

A Study of students' preferred learning styles at Sinclair Community College utilized the Learning Styles Inventory (LSI), which provides 100 discriminations within the following categories: Conditions, reflecting concern for learning situation dynamics; Content, indicating major areas of interest; Mode, showing the general modality through which learning is preferred; and Expectation, indicating the level of performance anticipated. Valid student responses numbered 968. Of this group the average student age was 28, with approximately 60% under 24 years, and half were classified as evening students. Younger students showed greater preference for both peer and teacher affiliation in the learning environment, inanimate (working with objects) content, iconic (pictorial) and direct experience modes, and overwhelmingly rejected reading as an educational technique. Older students preferred a

structured environment stressing organization, detailed instructions and competition, qualitative (verbal) content, and listening and reading modes. The student population as a whole rejected numeric content or qualitative ideas. The disparity indicated in the preferred learning styles of older and younger students suggests a need for new instructional strategies aimed at the younger generation. (LH)

(218)

ED 148 768

Pfleger, Lawrence R. Pulvino, Charles J.

How do Students Prefer to Learn?

Pub Date 77

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Cognitive Style, Diagnostic Tests, *Educational Diagnosis, Educational Practice, Elementary Secondary Education, Essays, *Learning Characteristics, *Learning Modalities, Learning Processes, Questionnaires

This document discusses means for assessing students' learning preferences, with materials drawn from the field of transformational linguistics. Two specific techniques for classroom assessment are described: (1) the use of questionnaires and, (2) essays. Applications of the techniques can lead teachers to greater awareness of student learning styles and better insight into the teachers' learning and teaching styles, and can result in more effective communication between teachers and students. (Author/MJB)

(219)

ED 149 802

Dowell, Gregory P.

Adult Learners in the Community College: The Poverty of Control Expectancy Research.

Pub Date 12 Dec 77

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Learning, *Adult Students, Behavior Change, *Change Strategies, Community Colleges, Educational Methods, Expectation, Individual Power, *Junior Colleges, Junior College Students, *Locus of Control, Motivation Techniques, *Nontraditional Students, Research Needs, Research Reviews (Publications)

Despite scientific inattention to the implications of control expectancy in adult education, particularly in the community college setting, a few strategies have been suggested to effect external to internal shifts in control expectancies in nontraditional adult learners. The Reimanis and Schaefer technique assists the subject to focus upon the contingencies of his/her behavior and to recognize the causal relationship involved. Dua's strategy involves an individual action program where the student is aided in identifying significant others or forces, resulting in increased ability to formulate specific actions to expand his/her control over behavior and behavioral change. Master's strategy seeks to alter the adult student's attitudes and perceptions of his/her behavior, thus enabling the individual to categorize his/her response to a potentially external situation as being internally directed. The Rousche and Mink strategy helps the student to focus attention on the desired behavior and pay-off, identify behavioral consequences and make value judgements about them, carry out the plan, and maintain a perception of the internally controlled event through positive reinforcement. These are only starting points in the search for effective psychometric instruments and control expectancy strategies for adult locus of control change. (LH)

(220)

ED 152 174

Soudian, Carol P.

External Degrees: Program and Student Characteristics.

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Mar 78

Contract—400-76-0098

Note—65p.; For related documemt see HE 009 755

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Access to Education, Adult Students, Articulation (Program), Associate Degrees, Bachelors Degrees, *Employment Opportunities, *External Degree Programs, Followup Studies, Graduate Surveys, Higher Education, National Surveys, *Nontraditional Students, Part Time Students, *Program Evaluation, Questionnaires, Research Methodology, Statistical Data, *Student Characteristics

Identifiers—*Education and Work, *Student Outcomes

Based on data collected for the first phase of a study conducted by the Bureau of Social Research in cooperation with the American Council on Education, this report examines the education- and work-related experiences of graduates from external degree programs at the undergraduate level to gather baseline information about how well such degrees have served their holders. Focus is on their usefulness in the world of work and the extent to which they provide access to higher-level degree programs. "External" degree programs are defined in this inventory as basically nonclassroom, nonresidential. Details concerning the procedural and conceptual decisions guiding the compilation of this inventory are included in the report. As a companion to this report, a directory of institutions surveyed, naming and describing the external degree programs they host, is being published concurrently. Findings are reported in this study regarding the emphasis within the programs, credentialing effectiveness, the consistently comparatively small enrollment, and conventional admission, grading, and examination systems. A total of 134 institutions granting associate degrees and 244 granting bachelors degrees was found. Appended are (1) sources used in developing listing of external degree programs and (2) institution survey questionnaires. (LBH)

(221)

ED 152 983

Wickett, R.E.Y.

Adult Learning Projects Related to Spiritual Growth.

Pub Date 6 Apr 78

Note—12p.; Paper prepared for the Adult Education Research Conference (San Antonio, Texas, April 6, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Development, *Adult Learning, Adults, Enrichment Experience, Group Discussion, Independent Study, Individual Study, Information Needs, Interviews, Learning Activities, *Learning Experience, *Personal Growth, Religious Factors, Surveys

A study examined significant deliberate learning activities (as demonstrated in learning projects) which were related to spiritual growth. (Spiritual growth was defined in broad terms within which each interviewee interpreted his or her own concept.) Fifty persons between the ages of thirty-five and fifty-five and representing five groups (three churches, an educational agency, and respondents to a newspaper advertisement) were asked to characterize their learning efforts in terms of listed words related to spiritual growth. Interviewees were asked to provide further information about their spiritual growth and certain aspects of their learning experiences. The various learning projects reported included psychiatry, Bible study, the occult, Hinduism, the dance, and racism. Twenty percent indicated that all their learning efforts were related to their spiritual growth, and sixty-six percent indicated that fifty percent or more of their learning efforts had a connection with their spiritual growth. Other findings from the study include the following: a life crisis sometimes precedes and influences a learning project; there is at times the need for assistance on a one-to-one basis from a resource person and the need for group discussion opportunities; and there appears to be little or no use of object planned learning. Directions for further research are suggested. (DTT)

(222)

ED 153 666

Peters, Jeanine K.

Lifelong Learners: The Community College Adult Student With a Bachelor's Or Higher Degree.

Pub Date 3 Apr 78

Note—26p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Students, Bachelors Degrees, College Choice, *College Graduates, Community Colleges, Educational Interest, Educational Objectives, *Enrollment Influences, *Junior Colleges, Nontraditional Students, Questionnaires, Surveys

Identifiers—West Los Angeles Community College CA

Non-traditional adult students at West Los Angeles Community College (WLACC) who already had bachelor's or higher degrees were surveyed to ascertain why they had returned to college, why particularly to the community college, and what they expected to get from it. Questionnaires were mailed to 120 students who had completed the fall 1977 semester; 62 were returned. Findings indicated that those surveyed held 64 bachelor's degrees (two persons had two each) representing 34 colleges and universities and 51 different majors. Sixteen persons held master's and six held doctoral degrees. Only 17 respondents had attended community colleges prior to their enrollment at WLACC. Enrollment figures for fall 1977 and spring 1978 classes showed that individuals contacted were primarily interested in business related subjects (45 in fall, 40 in spring) and the humanities (17 in fall, 11 in spring). Among the most often cited reasons for attending WLACC were proximity to home (58), no tuition (43), and learning enjoyment (53). Information was also solicited on respondent familiarity with the use of various college programs and services, suggestions for future course and program planning, interests, and problems encountered in attending the college. Recommendations on how the college can make use of the survey responses are made. (TR)

(223)

ED 154 368

Barth, GailAnne

The Value of Reading-Related Competencies for Low and High Readers in Adult Basic Education.

Pub Date May 78

Note—103p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Adult Students, Basic Skills, *Demography, *Goal Orientation, Language Skills, Linguistic Competence, *Motivation, Personal Values, Reading Level, *Reading Research, *Reading Skills

The purpose of this study was to compare low readers and high readers in adult basic education (ABE) programs in New Jersey in terms of demographic characteristics, motives for enrolling in ABE, and desire to learn certain functional competencies. Fifty-two low readers and 52 high readers responded to items on the Interview Schedule of the Adult Functional Competency Project and the data were analyzed by the Chi Square Test and "t" test. Results indicated that low readers and high readers were statistically different in race/ethnicity, previous education, and job status, but were similar in sex and income. There were significantly more blacks than whites or others in the low reading group and slightly more high readers than low readers were found among Hispanics and students of other racial backgrounds. Low readers expressed interest in basic skills, job/better life, and coping skills, while high readers were concerned with job/better life, the General Education Degree (GED), and further education. (Six pages of references and the competency interview used in the research are included.) (MAI)

(224)

EJ 134 138

m=f(g+s) or Motivation Equals a Function of Growth plus Safety Boggs, David L., *Journal of Extension*, v14, pp7-13, Mar/Apr 76

*Adult Education, *Learning Motivation, *Motivation Techniques, *Research Utilization, *Program Planning, Adult Development, Individual Needs

The more adult educators understand about motivation and the forces that affect it, the better their chances of helping adults attain learning objectives. Program planning partly involves applying leverage or extrinsic pressure on the forces for growth and safety inherent in every

learning situation to bring about learning and change. (Author)

(225)

EJ 134 250

Age and Creativity: Implications For Education And Teachers Alpaugh, Patricia K.; And Others, *Educational Gerontology*, v1 n1, pp17-37, Jan-Mar 76

*Creativity, *Older Adults, *Adult Development, State of the Art Reviews, Research, Adult Education, Creative Development, Divergent Thinking, Convergent Thinking, [*Educational Gerontology]

This article discusses the nature of creativity and the theory surrounding psychological investigation of creativity. Evidence is presented that people have individual styles of thinking (e.g., convergent and divergent) that are common to particular types of education. Methods and conditions that foster creativity are described. (Author)

(226)

EJ 155 650

Moral Reasoning and Moral Behavior in Conventional Adults Krebs, Dennis; Rosenwald, Alli, *Merrill-Palmer Quarterly*, v23 n2, pp77-87, Apr 77

*Adults, *Moral Development, *Moral Values, *Measurement Instruments, *Conflict Resolution, Research, Test Validity, [*Kolhbergs Test Of Moral Development]

This study explored the relationship between moral reasoning and moral behavior in 31 average adults. Subjects were placed in a situation demanding low-key moral conflict. The study examined subjects' decisions and the relationship between their moral reasoning (revealed by verbal responses to Kohlberg's hypothetical dilemmas) and their behavior. (Author/SB)

(227)

EJ 170 386

Variables Affecting Creative Contributions across the Adult Life Span Alpaugh, P. K.; Birren, J. E., *Human Development*, v20 n4, pp240-8, 77

*Older Adults, *Creativity, *Age Differences, *Divergent Thinking, *Complexity Level, Research, Psychological Characteristics, Creativity Research, Creativity Tests

This study explore possible explanations for the decline in highly creative contributions in old age. Examined are the role of decrements in specific divergent thinking abilities and the decline in preference for complexity as factors in the decline in creative contributions. (BD)

(228)

EJ 175 235

Cautiousness and Verbal Learning in Adulthood Okun, Morris A.; And Others, *Journal of Gerontology*, v33 n1, pp94-6, Jan 78

*Age Differences, *Older Adults, *Gerontology, *Adult Learning, *Verbal Learning, Comparative Analysis, Developmental Tasks, [*Cautiousness]

Young (N=22) (age 17-21) and 22 old (age 60-74) men and women participated in an investigation designed to determine how differences in omission errors and performance in a serial learning task are accounted for by cautiousness. Cautiousness measures accounted for age differences in omission errors but not in performance. (Author)

1200
Age Difference

(229)

ED 113 007

Haywood, Elsie D. *Hoffman, Elise*

An Investigation Into the Discrimination of Standardized Tests for Older Students.

Pub Date Jun 75

Note—56p.; Ed.D. Practicum, Nova University

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Admission Criteria, Adult Students, Adult Vocational Education, Educational Discrimination, Health Occupations Education, *Junior Colleges, Middle Aged, *Nursing, *Standardized Tests, *Test Wiseness

In order to determine whether the use of standardized test scores as a criterion for admission was discriminatory toward applicants over 40 years of age, an investigation was made of 72 students enrolled in an associate degree nursing program at Alvin Junior College (Texas) during the fall 1974 term. The class was divided into three age groups--20-29, 30-39, and 40 or older--and four hypotheses were tested. (1) The American College Test scores proved to be significantly higher in the younger groups than in the older group. (2) The mean test scores on the National League for Nursing tests at the end of the course did not differ significantly among the age groups. (3) The final grades of the course were slightly higher in the 20-29 age group than in the older groups. However, the final grades of the older students were adversely affected because all the test grades for the course were averaged. Grades for the older groups generally improved as the course progressed. (4) Evaluations of clinical performance made by hospital instructors showed that older students were rated higher in performance, attitude, and attendance. Since older students make more progress and increase skill in test-taking after getting "back into training," the use of test scores as an entrance requirement would seem to be discriminatory. (Author/NHM)

(230)

ED 116 144

Gounard, Beverley Roberts *Keitz, Suzanne M.*

Age Differences in Adults' Free Recall of Pictures and Words.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Learning, *Age Differences, Cognitive Processes, Educational Research, *Learning Processes, Memory, *Reading Processes, *Recall (Psychological), Verbal Stimuli, Visual Stimuli

This study was designed to determine whether adults' memory for pictorial and word stimuli might be differentially affected by age. Twenty female secretaries, median age 22.1, and 20 female members of a senior citizens' center, median age 69.4, were asked to learn lists of pictorial and word stimuli under free recall conditions. Eight trials were given on each list and recall was untimed to allow subjects maximum opportunity to develop and use retrieval strategies. Some of the findings indicated that pictorial stimuli were recalled significantly better than the word stimuli. The average number of errors per trial was 4.96 for pictures and 6.63 for words. The young subjects made significantly fewer errors than the old subjects. The young subjects made an average of 4.28 errors per trial whereas the older subjects made an average of 7.31 errors per trial. Performance improved for both groups as the number of trials increased. The results led the investigators to the conclusion that memory processes for the visual and verbal modes differ only quantitatively, and not qualitatively, as a function of increasing age. (MKM)

(231)

ED 127 892

Hanle, Robert V.

Adult Learners and Traditional Students. A Comparison of Values, Attitudes, and Aspirations.

Pub Date 4 May 76

Note—18p.; Paper presented at the annual forum of the Association for Institutional Research (16th, Los Angeles, California, May 1976)

Available from—Elizabeth College, Elizabethtown, Pennsylvania 17022

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Students, *College Students, Comparative Analysis, *Educational Development, *Higher Education, Human Development, Skill Development, *Special Degree Programs, *Student Characteristics, Surveys, Tables (Data), Values, Vocational Development

Identifiers—Nontraditional Students, Traditional Students

Elizabeth College has been historically a traditional liberal arts institution in the career-oriented programs of business, education, and more recently the health professions. In 1972, the faculty adopted a new nontraditional educational program primarily for adults, called the Center for Community Education. The purpose of the Center was to offer a variety of innovative programs leading toward the baccalaureate degree. A comparison of values, attitudes, and aspirations shared by the recipients of the nontraditional degrees with the graduates of the traditional program provides insight into the similarities and differences between the groups the College is attempting to serve. This analysis compares the graduates of both traditional and innovative programs regarding their backgrounds, their motivations for enrolling at the College, and the impact of the degrees on their professional aspirations. (Author/KE)

(232)

ED 138 178

Seltzer, Robert A.

Predictors of Academic Success for Mature Students.

Michigan Univ., Ann Arbor. Undergraduate Office of Admissions.

Pub Date Feb 76

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Adult Students, *Age Differences, College Freshmen, Females, Grade Point Average, Higher Education, Males, *Nontraditional Students, *Predictor Variables, Sex Differences, Statistical Analysis, *Success Factors, Transfer Students

Differences in the prediction of academic achievement between traditional and older undergraduate students are examined. Central tendency and correlational statistics were used to analyze the independent variables using college grade-point average as the dependent variable. Data were analyzed separately for freshmen and transfer students as well as for males and females. Results include the following: older students exhibit higher relative academic achievement; there are differences in pattern and degree of predictability of these students; and these differences appear to be sex related. These findings show the need to evaluate predictive criteria for the increasing numbers of mature students. (Author/LBH)

(233)

EJ 144 262 CG 510 796

Age Differences in Adults' Free Recall of Pictorial and Word Stimuli Keitz, Suzanne M.; Gounard, Beverley Roberts, *Educational Gerontology*, v1 n3, pp237-240, Jul 76

*Gerontology, *Educational Gerontology, *Cognitive Processes, *Memory, *Age Differences, *Stimulus Behavior, Older Adults, Research Projects, Recall (Psychological), Visualization, Recognition

Prior research has shown that adults generally remember pictorial stimuli better than printed words. The present study was designed to determine whether memory for these two visual modes might be differentially affected by age. These results indicate that memory processes in the elderly differ quantitatively and not qualitatively. (Author)

(234)

EJ 127 392

Age Differences in the Speed of a Spatial Cognitive Process Gaylord, Susan A.; Marsh, Gail R., *Journal of Gerontology*, v30 n6, pp674-678, Nov 75

*Geriatrics, *Age Differences, *Older Adults, Research Projects, Cognitive Tests

Older subjects responded slower than younger subjects on a spatial task which required them to rotate mentally a perspectively drawn figure in order to judge whether it was congruent with a second figure. (Author)

(235)

EJ 182 978

Haptic Exploration in Young, Middle-Aged, and Elderly Adults Kleinman, Joel M.; Brodzinsky, David M., *Journal of Gerontology*, v33 n4, pp521-7, Jul 78

*Gerontology, *Geriatrics, *Haptic Perception, *Tactual Perception, *Logical Thinking, *Age Differences, Research Projects, Adults, Older Adults

Matching accuracy and strategy utilization in young, middle-aged, and elderly adults was examined in a series of intramodal, haptic match-to-standard problems. Results indicated that elderly adults were less successful in solving the haptic problems. They also displayed less systematic and logical haptic search strategies. (Author)

(236)

EJ 182 983

The Effect of Aging on the Stages of Processing in a Choice Reaction Time Task Simon, J. Richard; Pouraghabagher, A. Reza, *Journal of Gerontology*, v33 n4, pp553-60, Jul 78

*Gerontology, *Geriatrics, *Task Performance, *Information Processing, *Cognitive Processes, *Perceptual Motor Learning, Research Projects, Adults, Age Differences

Two experiments were conducted to determine the effect of aging on encoding and response selection stages of a choice reaction time task. Results suggested reducing stimulus discriminability may affect information processing prior to the encoding stage, but the encoding stage is the primary locus of the slowing which accompanied aging. (Author)

1250 Life Experience-Work Experience

(237)

EJ 172 148

Evaluating Life Experiences: Current Practices at the Collegiate Level Woods, James A., *Alternative Higher Education: The Journal of Nontraditional Studies*, v2 n2, pp105-18, Win 77

*Student Experience, *College Credits, *Educational Alternatives, *Evaluation Methods, *Adult Students, *Degree Requirements, Higher Education, Faculty Advisors, Nontraditional Students, [*Experiential Learning], [Prior Learning]

Current practices of assessing prior learning are reported. Both faculty and staff are heavily involved in the total crediting procedure, dealing with: information student advisement, tutorials or seminar instruction, program planning, and the actual evaluation process itself. (Author/LBH)

1260 HIGH SCHOOL EQUIVALENCY TESTS & CERTIFICATE

(238)

ED 111 875

Bobbitt, C. Beau Stout, Chester C., Jr.

A Study to Examine the Effectiveness of Systematic Desensitization Therapy in Reducing Test Fear in a Program of General Educational Development Test Preparation.

Pub Date [75]

Note—28p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adults, *Anxiety, *Desensitization, *Equivalency Tests, Program Effectiveness, *Therapy

Identifiers—College of the Mainland, Wolpe (Joseph)

This study is an examination of an attempt within the Adult Basic Education Department at College of the Mainland to reduce the anticipatory test fear in normal adult students preparing for the General Educational Development (GED) Test. The experiment covered a time span of 16 weeks and made application of systematic desensitization, a therapeutic technique proper to the writings and practice of Dr. Joseph Wolpe. There is no indication, from the pre-post testing of the control group, that participation in a GED preparation class or the application of the systematic desensitization technique as applied in this experiment increases or decreases either basal trait anxiety or specific academic performance anxiety. (Author/RC)

1300 ADULT EDUCATION PARTICIPATION

(239)

ED 122 664

Bishop, John Van Dyk, Jane

Can Adults Be Hooked on College? Some Determinants of Adult College Attendance.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—IRP-DP-319-75

Pub Date Dec 75

Grant—NIE-G-74-0100

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Programs, *Adult Students, *College Attendance, Educational Needs, Factor Analysis, *Higher Education, Males, Metropolitan Areas, Statistical Data, *Student Motivation, Tables (Data), Veterans

Institutional and individual determinants of adult participation in higher education are examined. By means of an ordinary least squares regression, the 1970 degree-credit college enrollment of a sample of 57,689 married men and women 25 or older living in metropolitan areas was predicted. Being a Vietnam veteran tripled the likelihood of a male's attending college. Establishing a new two-year college where none had existed before or lowering the tuition from $400 to zero doubled the college attendance rate of local adults. None of the characteristics of local four-year public colleges was found to have a significant effect on adult college attendance. (Author)

(240)

ED 132 429

Kane, Roslyn D. And Others

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume I--Narrative Report.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Nov 76

Contract—300-75-0183

Note—189p.; For a related document see CE 009 261

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Agricultural Occupations, *Area Vocational Schools, *Career Choice, Decision Making, Demography, Distributive Education, Educational Research, *Females, Health Occupations, *Motivation, National Surveys, Nonprofessional Personnel, Occupational Choice, Occupational Home Economics, *Occupations, Office Occupations, Post Secondary Education, Role Conflict, Sex Role, Sex Stereotypes, Social Influences, Student Characteristics, Teacher Influence, Technical Occupations, Trade and Industrial Education, Vocational Education, Womens Education

This main volume of a two-volume final report presents findings of a national study of women students in area vocational-technical schools comparing and contrasting nontraditional women (those enrolled in programs where nationally 0% to 25% of the students are women) and traditional women (those enrolled in programs in which nationally 75% to 100% are women) to determine what factors are influential in students' selection of nontraditional or traditional occupational training in nonprofessional occupations and to analyze the data with regard to seven broad occupational areas and sex stereotypes of particular occupations. Chapter headings are (1) Introduction, (2) Executive Summary, Major Findings and Implications, (3) Demographic Characteristics of Students, (4) Educational Personnel, (5) Persons Influencing Decision-Making, (6) Impact of Counseling Methods and Techniques, (7) Relevance of High School Preparation, (8) Motivational Factors, (9) Problems and Difficulties of Women in Non-Traditional Vocational Training, (10) Employment of Students, (11) Alternative Occupations Considered by Women, and (12) Women in "Mixed" Vocational Training. The appendixes contain methodology and methodological tables, questionnaires, glossary, and statistical symbols. (Supplementary tables are in the second volume.) (HD)

(241)

ED 135 992

Darkenwald, Gordon G.

Why Adults Participate in Education: Some Implications for Program Development of Research on Motivational Orientations.

Pub Date 77

Note—19p.; Speech presented to the faculty of the University Extension Division (Rutgers University, January 26, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Students, Behavioral Science Research, Continuous Learning, Educational Needs, Educational Research, Instructional Design, *Learning Motivation, Marketing, Needs Assessment, *Participation, *Program Development, Research Reviews (Publications), Student Characteristics, Student Recruitment

Identifiers—Boshier (Roger W), Education Participation Scale, Houle (Cyril O)

While recent research on why adults participate in continuing education programs does not provide educational planners with any easy

prescriptions for programing success, it does suggest some broad directions for more effective program development, particularly in relation to needs assessment, the promotional aspect of marketing, and the design and management of learning activities. The most extensive recent studies of motivational orientation (factor analytic studies using Roger Boshier's Education Participation Scale) yielded a striking degree of similarity in findings. Six factors were identified: Social relationship, external expectation, social welfare, professional advancement, escape/stimulation, and cognitive interest. Further study of relationships between the motivational factors and participant and program characteristics revealed little correlation. It can be concluded (1) that Cyril Houle's three-factor typology of the adult learner (goal oriented, activity oriented, and learning oriented) can no longer be considered an adequate representation of reality, (2) that major orientation factors appear to be valid only for participants generally, and (3) that most people appear to participate in adult education for mixed reasons, some of which are unrelated to learning per se or to course content. The research should sensitize planners to the variety and complexity of the motives that underlie participation in continuing education. (Implications for program development, broad-scale needs assessment, marketing, and management of learning environments are discussed.) (JT)

(242)

ED 138 742

Barton, William D. And Others

Programs and Registrations (ACHE-NUEA), 1975-76.

Association for Continuing Higher Education, Norman, Okla.; National Univ. Extension Association, Washington, D.C.

Pub Date 76

Note—74p.; Several pages may not reproduce well due to small type

Available from—Association for Continuing Higher Education, University of Oklahoma, Administration Building, 1700 Asp Avenue, Norman, Oklahoma 73069; or National University Extension Association, Suite 360, One Dupont Circle, Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Subjects, *Classes (Groups of Students), Colleges, Community Colleges, Comparative Analysis, *Conferences, Education, Educational Research, *Enrollment, *Extension Education, Higher Education, Humanities, *Independent Study, *Institutes (Training Programs), Junior Colleges, Medical Education, Military Science, Physical Sciences, Post Secondary Education, Professional Associations, Professional Continuing Education, Social Sciences, Surveys, Universities, University Extension

Identifiers—Association for Continuing Higher Education, National University Extension Association

This annual report (1975-76) presents responses from 258 higher education institutions on the trends in continuing education registration in classes, conference programs, and independent study. (The institutions responding carried membership in the Association for Continuing Higher Education and the National University Extension Association.) The findings presented show that compared with the preceding years, lower total registrations were reported in 1975-76, reflecting reductions in Conferences and Independent Study registrations. (Extension Classes increased by 2.7%, but this was not high enough to balance the 7% drop in Conferences and the 17% drop in Independent Study.) It is noted that these generalizations should be qualified by noting the shift in reporting institutions between the two years (1974-75 and 1975-76). Tabular and narrative results are presented in separate sections of the document for each of the three types of programs--classes, conference programs, and independent study. Results for Classes registration are presented by institutional type, by credit or noncredit status, and by subject matter area; results for Conference Programs and Independent Study are presented by institutional type and by subject matter area. The last two sections of this report present totals of programs and registrations by subject matter area and detailed program registrations by reporting institution. The appendix provides a brief definition of 22 academic categories along with a listing of their subcategories. (SH)

(243)

ED 138 758

Farning, Max And Others

Barriers to Enrollment in Post Secondary Vocational, Technical and Adult Education Programs in Wisconsin. Final Report.

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.; Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Fennimore.; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—14-009-151-226

Pub Date Jun 76

Note—98p.; Best copy available

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Vocational Education, Area Vocational Schools, College Choice, *Enrollment, *Enrollment Influences, Post Secondary Education, State Surveys, Statistical Surveys, Student Recruitment, *Technical Education, Vocational Counseling, *Vocational Education

Identifiers—Wisconsin

Based on a prior study which found that only 55% of those who indicated they planned to attend a Wisconsin vocational-technical-adult education (VTAE) school in their district actually did so, a research project was conducted to identify barriers which appeared to deter recent high school graduates and adults from attending a VTAE school. Surveys were mailed to 2,730 potential students in four of the VTAE districts in Wisconsin, with a 40% return. Final tabulation included only 35% of the respondents who were not currently enrolled in any VTAE school. The survey indicated that predominant reasons for not attending VTAE schools were postponement of schooling, need to earn money, difficulty in making the decision to go to school, finding a permanent job, lack of financial aid, and transportation problems. Although personal problems may underlie these reasons, this was not assessed in the survey. Many of the respondents who found that local VTAE programs were not what they wanted were subsequently accepted at another school, and over half of the respondents indicated they might attend a VTAE school in the future. Recommendations were made concerning financial aid; information on specific costs of each program; evaluation, training, and retraining of respondents who indicated they might attend VTAE schools in the future; and counseling for potential students. The report also makes recommendations for further study and includes a bibliography. Appendixes include the survey form and related materials. (LMS)

(244)

ED 138 795

Wilson, Russell C.

Personological Differences Between Enrolling GED Students Who Drop Out and Who Retain.

Pub Date 77

Note—21p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Dropouts, Adult Education, Attendance, *Dropout Characteristics, Dropout Problems, *Dropout Research, Dropouts, Educational Research, *Individual Differences, *Persistence, *Personality

The Adjective Check List (ACL) was administered to 142 enrolling GED students to investigate the relationship between students' self-descriptions on the instrument and their persuant persistence behavior in the program. It was hypothesized that there would be no significant ACL scale score differences between those students who discontinued their GED program prior to completion and those who completed or persisted at least 10 weeks. A principal component design was used to reduce data confounding. The first principal component accounted for 43% of the total variance. A significant difference was found between dropouts and persisters on the first component's indexes; the null hypothesis was rejected. A profile of the dropout prone was established. They tended to describe themselves as more rebellious, hostile, assertive, impulsive, headstrong, irresponsible, less socialized, less able to give prolonged effort, and less willing to subordinate themselves to others. While being instrumentive to the needs of others, they may desire more supportive and dependent relationships than persisters. Persisters were seen as more obliging, tactful, diligent, practical, and compliant than the dropout. They were more interested in stability and reduced risk-taking. In relationships they were more concerned about the needs of others, more supportive, more persevering, and more able to yield to the reasonable requests of others. It was concluded that recognition of the student's self-described personological profile could be an important consideration in the attempt to improve retention. (Author/TA)

(245)

ED 141 511

Marienau, Catharine Klinger, Karla

An Anthropological Approach to the Study of Educational Barriers of Adults at the Postsecondary Level.

Pub Date Apr 77

Note—20p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Access to Education, *Adult Students, *Educational Anthropology, *Educational Opportunities, *Educational Problems, Educational Research, Environmental Influences, Family Influence, *Post Secondary Education, Socioeconomic Influences

Identifiers—Educational Barriers, Minnesota

A study was conducted on 42 adults in west central Minnesota to identify emerging patterns of educational barriers, explore the relationships among the barriers, and determine the effect barriers have in influencing the adult learner's participation in education. The study used three anthropological fieldwork techniques: Network analysis using the referral technique to identify the research population (the 12 primary subjects referred the investigators to 30 others); ethnographic data collection through indepth personal interviews; and ethnoscience techniques used in the organization and analysis of the data. (Ethnoscience is defined as a mode of eliciting, in a rigorous way, the means by which a culture structures meaning for its participants.) Five main categories of barriers were identified: Access to educational facilities, family responsibilities, finances, time, and motivation. The investigators found that over two-thirds of the participants reported the presence of two or more barriers and that the barriers were intricately related to one another. Three generalizations were reached: Barriers are derived from the situations people face and the value orientations people hold; value-related barriers require personal readjustments by the adult learner; and situational barriers have the potential to be overcome by external sources. (Implications of the study for adult educators and for the authors' own situation are also explored.) (LMS)

(246)

ED 141 691

Marcus, Edward E.

Effect of Age on Perception of the Utility of Participation in Education.

Pub Date 15 Oct 76

Note—28p.; Paper presented at the Annual Meeting of the Gerontological Society (29th, New York, N.Y. October 1976); Some tables may be marginally legible due to small print of the original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Development, Adult Education, *Age Differences, *Continuous Learning, *Educational Gerontology, *Educational Interest, Models, *Motivation, Nontraditional Students, Post Secondary Education, Research Projects

The instrumental and expressive utilities of participating in education differ among participants. To ascertain how age affects their perception of these forms of utility, questionnaires were executed by 400 middle class participants ages 18-84 in 45 classes for adults in the Chicago area. Independent variables influencing perception of

utility were needs, goals, time orientation, enjoyment, sex, socioeconomic status. Findings from multiple regression analysis indicated that: (1) needs, goals, and time orientation were partial determinants of perceived instrumental utility; (2) age more than the other factors affected perceived expressive utility; (3) status and "femaleness" related more to perceived expressive than perceived instrumental utility; and (4) age was the main discriminant. Participation in education was demonstrated to be complex behavior not explained simply by "motivation." The findings suggest that older people are likely to see mainly expressive utility even in programs classified as instrumental. (Author/VO)

(247)

ED 142 808

Karweit, Nancy

Patterns of Educational Activities: Discontinuities and Sequences. Report No. 222.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jan 77

Contract—NE-C-00-3-0014

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adolescents, Age Groups, Blacks, Caucasians, Economic Status, Educational Background, *Educational Experience, *Educational Interest, Labor Force, *Males, National Surveys, Occupational Surveys, *Racial Differences, Research, Socioeconomic Background, Socioeconomic Influences, Work Experience, Young Adults

Using a retrospective life history sample (LHS), the educational activities of white and black men from age 14 to age 30 were determined. A lack of association of family background characteristics with resumption of schooling activities after labor force entry was found for both blacks and whites. Attainment level was related to the likelihood of resuming schooling: Black and white men with little educational attainment were unlikely to resume schooling. Ability differences between those continuing and not continuing were found for blacks, but not consistently for whites. Educational attainments are detailed by race, age, and type of educational activity. Rates, incidents, and duration of part-time education and other continuing education patterns are also supplied. The educational career patterns of the LHS are described in relation to labor force and educational activities. (Author)

(248)

ED 155 372

Cross, K. Patricia

A Critical Review of State and National Studies of the Needs and Interests of Adult Learners.

Pub Date Sep 77

Note—34p.; Paper presented at the National Institute of Education's Invitation Conference (Washington, D.C., September 26-28, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Access to Education, Adult Education, *Adults, Adult Students, Demography, *Educational Needs, Educational Planning, Literature Reviews, National Surveys, Needs Assessment, Nontraditional Students, Participation, *Research Needs, State Surveys, Statistics

This paper reviews thirty national and state studies recently conducted on the needs and interests of adult learners in the United States. The paper also highlights a number of questions and issues raised by the nature of the studies themselves. Issues identified as needing further research and thought follow. (1) There are no reliable, precise figures on the present number of adults involved in organized adult learning activities, nor any reliable means of predicting future numbers. (2) Privileged classes are overrepresented in organized adult learning. (3) Participation begins to decline in the thirties and drops off sharply after fifty-five. (4) Though some information is available, it is increasingly doubtful that there is an ethnic minority profile of educational needs and interests. (5) The rate of participation in organized learning activities is about the same for women as for men, but educational needs in terms of life style differences require attention (e.g., interests of employed women versus those of full-time housewives). (6) The degree of educational attainment is directly related to future educational involvement. (7) Regional differences in participation exist, with the West exceeding the national average. Generally, it is reported that barriers deterring adults from participation in adult education are situational (time, money, etc.), dispositional (attitudes, self-confidence, etc.), and institutional (location, expenses, etc.). Much more study of the motivational factors affecting adult participation in learning activities is recommended. (VB)

(249)

ED 157 572

Young, James D.

Results of the Adult Continuing Education Survey Conducted During the 1977 Fall Evening School Semester.

Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.

Pub Date Jun 78

Note—234p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Aspiration, *Adult Education, Age, Community Attitudes, Community Colleges, *Community Surveys, Demography, Educational Background, Evening Programs, Evening Students, Females, *Junior Colleges, Males, *Participant Characteristics, *School Community Relationship, Tables (Data), Technical Education, Vocational Education

The 1977-78 Adult Continuing Education Survey provided demographic and educational data on three populations served by Vocational, Technical and Adult Education (VTAE) District One: users (1,658), non-users (880), and past users (480). Study participants responded to group specific questionnaires designed to elicit information on sex, age, employment, educational background, county and type of residence, current income level, nearest adult/evening school center, courses taken in VTAE, interest in completion certificates and associate degrees, desire for vocational counseling, reasons for taking or not taking courses, how information on VTAE was received, as well as opinions on course fees, future course offerings, best time to take courses, number of miles willing to travel to class, and general view of the VTAE district system. Findings indicated that users attend Adult Continuing Education courses for self-improvement, recreation, and to increase job effectiveness; most respondents preferred the regular evening school semester and were willing to drive up to 20 miles for class choices. Of all respondents, the majority were female, 18-39 years old. The majority of users (64%) and non-users (62%) had income levels of $11,999 or less. Eighty-seven data tables and copies of the survey instruments are included. (TR)

(250)

EJ 122 850

Statistical Snapshots of Adult Continuing Education Gilford, Dorothy M., *Journal of Higher Education*, v46 n4, pp409-26, Jul/Aug 75

*Adult Education, *Educational Trends, *Statistical Data, *Adult Education Programs, Student Characteristics, Adult Students, Post Secondary Education, Higher Education

Reports results of several surveys by the National Center for Educational Statistics. Data include amount of regular school completed, type of sponsoring institution, distribution of the number of courses by length of course, staff involved by type of activity and pay status, and illustrative charges by noncollegiate schools. (Editor/JT)

(251)

EJ 123 884

Participation in Adult Education in Finland Lehtonen, Heikki; Tuomisto, Jukka, *Adult Education in Finland*, v12 n1-2, pp3-14, 75

*Adult Education Programs, *National Surveys, *Citizen Participation, *Data Collection, *Tables (Data), Foreign Countries, Statistical Data, Educational Research, [*Finland, Adult Education Survey in Finland (1972 to 1973)]

The findings of the survey showed that participation by the various sections of the population in adult educational activities was very diverse. Participation took place relatively more among those who least required additional training, and relatively less among those for whom training would seem most essential. (Author/BP)

(252)

EJ 123 886

Participation in Adult Education—A Process; From Theory to Planning of Adult Educational Systems Lehtonen, Heikki; Tuomisto, Jukka, *Adult Education in Finland*, v12 n1-2, pp31-41, 75

*Adult Education Programs, *Educational Planning, *Educational Needs, *Models, *Citizen Participation, Adult Education, Foreign Countries, Educational Research, [*Finland]

(253)

EJ 123 887

Conceptions of Adult Education and Participation Lehtonen, Heikki; Tuomisto, Jukka, *Adult Education in Finland*, v12 n1-2, pp42-57, 75

*Adult Students, *Citizen Participation, *Social Factors, *National Surveys, *Data Analysis, Adult Education Programs, Foreign Countries, Student Problems, Student Needs, Motivation, [*Finland, Adult Education Survey in Finland (1972 to 1973)]

The article is concerned with certain groups of conceptions held with regard to adult education: (1) reasons for participation, (2) obstacles to participation, and (3) the necessity of studies. Data are based on the results of the 1972-1973 Adult Education in Finland Survey. (Author/BP)

(254)

EJ 123 888

The Level of Study Activation and Conceptions of Participation in Adult Training Lehtonen, Heikki; Tuomisto, Jukka, *Adult Education in Finland*, v12 n1-2, pp58-69, 75

*Adult Education Programs, *Citizen Participation, *Models, *Data Analysis, *Social Factors, Foreign Countries, Adult Students, National Surveys, Motivation, [*Finland, Adult Education Survey in Finland (1972 to 1973)]

The article (based on the 1972-73 Adult Education in Finland Survey) is concerned with the process model representing individual activation to study seen against the background of conceptions associated with participation in adult training. The model describes and defines the dependency between social status and participation in this activity. (Author)

(255)

EJ 125 386

Goal Expectations and Accomplishments of Adult Noncredit Course Enrollees Hertling, James; Greenberg, Robert, *NUEA Spectator*, v39 n21, pp29-34, Sep 75

*Adult Students, *Educational Objectives, *Educational Research, *Noncredit Courses, *Enrollment Influences, Adult Education Programs, Tables (Data), Data Analysis, Student Interests, Student Motivation

The results of the study of 217 persons enrolled in 16 noncredit courses tend to indicate that the primary reasons persons enroll in a noncredit course are to accomplish goals which relate to the acquisition of knowledge. (Author)

(256)

EJ 127 307

Learning Orientations and Participation in Self-Education and Continuing Education Dickinson, Gary; Clark, Kathleen M., *Adult Education*, v26 n1, pp3-15, F 75

*Adult Education Programs, *Learning Activities, *Independent Study, *Participation, *Educational Research, Professional Continuing Education, Nurses, Research Methodology, Goal Orientation, Educational Attitudes

A study of the learning orientation of 220 female registered nurses concluded that there was still a need to determine more accurately the utility of learning orientations as predictors of participation in different types of learning activities. (Author/BP)

(257)

EJ 156 623
On the Construction and Applicability of an Activation Variable in the Planning of Adult Education Systems Lehtonen, Heikki; Tuomisto, Jukka. *Adult Education in Finland*, v13 n3-4, pp3-30, 76

*Adult Education Programs, *Research Methodology, *Statistical Analysis, *Participation, *Learning Motivation, Educational Planning, Educational Opportunities, Adults, Student Recruitment, Social Science Research, [*Finland]

Results are reported for an Adult Education Research Project which attempted to resolve one of the major problems in participation studies, that of how to construct variables to represent activeness in taking educational courses which will also contain relevant information for educational planners concerning attitudes of non-participants, and will at the same time serve as a variable measuring general participation in courses for use in multi-variant analysis. (TA)

(258)

EJ 156 646
Motivational Orientations Re-Visited: Life-Space Motives and the Education Participation Scale Boshier, Roger. *Adult Education*, v27 n2, pp89-115, Win 77

*Adult Education, *Student Motivation, *Self Concept, *Socioeconomic Status, *Dropouts, *Models, Educational Research, Adult Students, Personal Growth, Student Characteristics

Part of a model developed to explain dropout from adult education programs was tested. The model describes adult education participants as life-chance (lower socioeconomic groups) or life-space (upper socioeconomic groups) oriented, with life-chance being synonymous with deficency motivation and life-space being synonymous with growth motivation. Although several hypotheses concerning dropouts were confirmed, it was argued that further research concerning adult student motivation is needed. (SH)

(259)

EJ 173 981
A Model for Studying Determinants of Intention to Participate in Continuing Professional Education Grotelueschen, Arden D.; Caulley, Darrel N., *Adult Education*, v28 n1, pp22-37, F 77

*Professional Continuing Education, *Mathematical Models, *Educational Interest, *Professional Personnel, *Research Methodology, *Learning Motivation, Research Needs, Research Design, Participant Characteristics, Predictor Variables

Presents a model which provides a theoretical framework for conducting research regarding the determinants of a professional's intention to participate in continuing education. The framework's three components are the professional's (1) attitude toward participation, (2) perception about what significant others think about his or her participation, and (3) personal beliefs about whether to participate. (EM)

1500 PROGRAM PLANNING AND ADMINISTRATION

(260)

ED 113 552
Lamoureux, Marvin E.
Planning, Programming and Budgeting Systems (PPBS) and Cost Benefit Analysis (CBA): Economic Considerations for Adult Education. Occasional Paper No. 5.
Pacific Association for Continuing Education, Burnaby (British Columbia).
Pub Date Jul 75
Note—62p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Education, *Cost Effectiveness, Decision Making, *Educational Economics, Evaluation Methods, Management Systems, *Program Administration, Program Budgeting, Program Planning, *Systems Approach
Identifiers—*Planning Programming Budgeting System, PPBS

In adult education, program planning and administrative management are important areas within which economic analysis may contribute to effective and efficient decision making. The adult education administrator is faced with a dual economic task: (1) to prove beforehand that his programs will pay for the operating budget he is demanding; and (2) to make correct decisions both administratively and in the market-place to insure an efficiently operating organization and a continuous inflow of participants and funds. Two concepts are discussed to aid the adult educator at both the program planning stage and within his administrative functions: planning, programing and budgeting systems (PPBS) and cost benefit analysis (CBA). An overview of the demand for PPBS is presented as a rationale for its increasing acceptance, and a 10-step procedure is developed for generalized use in any educational institution. Within this 10-step procedure, CBA is introduced as one of the many possible program evaluation techniques to judge a program's worth. An example of CBA using a manpower training program is presented to allow the reader to understand the scope and limitations of the technique. A 36-item bibliography is included. (Author/EC)

(261)

ED 117 417
Davis, Larry Nolan McCallon, Earl
Planning, Conducting, Evaluating Workshops. A Practitioner's Guide to Adult Education.
Pub Date Aug 75
Note—325p.; For related document, see CE 006 062
Available from—Learning Concepts, 2501 N. Lamar, Austin, Texas 78705 ($16.95, includes Workshop Staff Packet)
Document Not Available from EDRS
Descriptors—Adult Education, *Adult Educators, Adult Learning, Budgeting, Educational Methods, Educational Objectives, Educational Resources, Group Activities, *Guidelines, Needs Assessment, *Program Administration, *Program Development, Program Evaluation, Program Planning, *Workshops

The book is designed as a practical guide and reference to assist adult educators with workshops. An introductory section touches on conflicting general and adult learning theories and relates various adult learning characteristics with effective workshops. The three major sections, "Planning the Workshop", "Conducting the Workshop", and "Evaluating the Workshop", are presented as a chronological sequence of activities and procedures. Part 1 consists of eight chapters which focus on: assessing needs, specifying learning objectives, selecting resources, designing learning activities, budgeting, making arrangements, rehearsing, and packing. Worksheets pertain to problem analysis and competency models of needs assessment, general/specific learning objectives, learning resources selection, learning design, workshop budget , and arrangements. Pages of the subsection on educational methods are edged in black for quick access. Part 2 consists of five chapters on conducting workshops: setting up, setting the learning climate, agreeing on objectives, directing learning activities, and closing shop. Part 2 also contains diagrams of various seating arrangements, tips for group dynamics, and worksheets for staff observations and closing shop. The concluding section on evaluation covers feedback from participants, evaluation by objectives (worksheet), and impact evaluation. A manager's guide to staff development also is included. (EA)

(262)

ED 117 418
Davis, Larry Nolan McCallon, Earl
Planning, Conducting, and Evaluating Workshops. Workshop Staff Packet.
Pub Date 74
Note—31p.; For related document, see CE 006 061
Available from—Learning Concepts, 2501 N. Lamar, Austin, Texas 78705 ($16.95, includes textbook)
Document Not Available from EDRS
Descriptors—*Adult Education, *Adult Educators, *Program Administration, Program Development, Program Evaluation, Records (Forms), Resource Materials, *Worksheets, *Workshops

The workshop staff packet contains nine worksheets designed to assist adult educators in organizing and coordinating their own work and that of the workshop staff and consultants. Worksheets included are: (1) Needs Assessment/Problem Analysis and Competency Models; (2) General and Specific Learning Objectives; (3) Learning Resources Selection/Resource Inventory; (4) Learning Activities Design; (5) Workshop Budget; (6) Arrangements/Facility Survey, Accomodation Survey, and Aids Inventory; (7) Staff Assignments and Observations/Participant Feedback; (8) Closing Shop; and (9) Evaluation by Objective. The worksheets are the same as those in the related text, with the exception of three alternate versions of worksheets 4, 6, and 7. Author permission is granted for the reproduction of worksheets. (Author/EA)

(263)

ED 120 518
Lamoureux, Marvin E.
Marketing Continuing Education: A Study of Price Strategies. Occasional Papers in Continuing Education, No. 11.
British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date Mar 76
Note—61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—*Adult Education, Adult Students, *Cost Effectiveness, *Educational Administration, Educational Finance, Enrollment, Marketing, Participant Characteristics, Professional Continuing Education, *Student Costs, Unit Costs

The objective of the study conducted at the Centre for Continuing Education (CCE) at the University of British Columbia was to determine that threshold pricing not only existed for continuing education courses, but also was applicable

to an administrative decision-making structure. The first part of the three-part investigation analyzed consumer reaction to the CCE's price strategy of combined marketing and backward costing and found that little or no adverse effect on enrollment could be detected, although it was found that course length played a major negative role in course enrollment. The second part, the Preliminary Market Study, was developed as a pilot study to analyze the CCE's participants, their socio-economic background, and their community and education participation. Since it was found that the general participant market was distinct from the professional participant market, a third study was undertaken to examine the latter market more closely. That study determined that professional continuing education courses readily followed the theory of threshold pricing, and clearly indicated that threshold pricing was applicable and workable as a marketing mix technique for continuing education administrators. Significance tests were generally confirmed for a variety of research hypotheses. (JR)

(264)

EJ 175 134

Noncredit Continuing Education: Guidelines for the Future Durnall, Edward J., *Lifelong Learning: The Adult Years*, v1 n6, pp18-21,26-7, Feb 78

*Program Evaluation, *Adult Education, *Noncredit Courses, *Program Development, *Program Administration, Colleges, Universities, Post Secondary Education, Financial Support, Educational Research

Information regarding noncredit continuing education offerings for adults was gathered through on-site interviews conducted at ten institutions of higher education. Results are reported in the following areas: administrative structure, the developmental process for noncredit programs, program promotion, program evaluation, relationships between continuing education and other units, and financing of noncredit programs. (EM)

1505
Program Planning and Processes

(265)

ED 119 653

Washtien, Joe

A Guide for Planning and Teaching Continuing Education Courses. CLENE Concept Paper No. 2.

Continuing Library Education Network and Exchange, Washington, D.C.

Spons Agency—Medical Library Association, Chicago, Ill.; National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date 75

Note—61p.

Available from—CLENE, 620 Michigan Avenue, N.E., Box 1228, Washington, D.C. 20064 ($5.00)

Document Not Available from EDRS

Descriptors—Course Evaluation, Course Objectives, Curriculum Development, Curriculum Planning, Guides, Learning Activities, Librarians, *Library Education, *Medical Libraries, *Professional Continuing Education, Teaching Techniques

The Medical Library Association's (MLA) guide for developing continuing education courses for librarians contains three main parts: a checklist, the text, and appendixes. The checklist provides questions to be considered in determining the scope of the course, designing learning activities, choosing methods and techniques, evaluating instruction, and planning the course. The text discusses these factors briefly, presents applicable principles, recommends actions to be taken, and lists pertinent references. The appendixes include copies of applicable MLA bulletins and forms as well as samples of materials used in various courses (exercises, case studies, etc.). (Author/LS)

(266)

ED 136 763

Washton, Joe

A Guide for Planning and Teaching Continuing Education Courses. Working Paper No. 2.

Medical Library Association, Chicago, Ill.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date 75

Grant—NIH-5-R01-LM-01837-02

Note—68p.; For related documents, see IR 004 545-549

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Educational Objectives, *Educational Planning, Evaluation, *Guidelines, *Instruction, Instructional Aids, Learning, Learning Activities, *Teaching Methods, *Teaching Techniques

This report sponsored by the Medical Library Association makes recommendations on the planning and teaching of continuing education courses. Included are discussions of ways to determine the scope and objectives of a course, gear a course towards a target population, and limit a course in scope so as to include all material within a limited time period. Designing learning activities with special consideration for the importance of teacher and learner participation, and individualized instruction are also examined. A variety of instructional methods and techniques are presented as well as ways of evaluating instruction to determine whether course objectives have been met. (AP)

(267)

ED 146 366

Even, Mary Jane

A New Instructional Design Development Process for Instructors of Adults.

Pub Date 77

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, *Course Evaluation, *Course Organization, *Curriculum Planning, Educational Objectives, Effective Teaching, *Instructional Design, Learning Activities, *Models, Student Teacher Relationship

In this paper, a model for the instructional design development process is presented, providing the instructor of adults with a set of specific questions in five process steps to be answered in sequence prior to entering the classroom. Each of the five steps, in outline form, includes brief explanatory paragraphs and, in some instances, reference citations. The steps, which vary from two to four pages in length are (1) organizing course related information, processes, and procedures, (2) developing processes for needs assessment and objective formulation, (3) developing the learning experiences and making the instruction plan, (4) analyzing the instructional plan and planning for contingencies in carrying out the learning experience, and (5) planning to conduct evaluation during and after the learning experience. (EM)

(268)

EJ 123 885

Study Disposition and Expectation of Adult Population Lehtonen, Heikki; Tuomisto, Jukka, *Adult Education in Finland*, v12 n1-2, pp15-30, 75

*National Surveys, *Adult Students, *Educational Interest, *Educational Needs, *Data Analysis, Adult Education, Foreign Countries, Student Interests, Educational Planning, Tables (Data), [*Finland, Adult Education Survey in Finland (1972 to 1973)]

The study analyzes material gathered in the Adult Education Survey in Finland (1972-73) on: (1) the desire of the adult population to study, (2) the study expectations of the adult population, and (3) the application of study expectations in planning. (Author/BP)

(269)

EJ 149 827

An Overview in Planning, Implementing and Evaluating Continuing Nursing Education Collart, Marie E., *Journal of Continuing Education in Nursing*, v7 n6, pp9-22, Nov-Dec 76

*Nursing, *Program Evaluation, *Program Planning, *Professional Continuing Education, Standards

Suggesting that program planners and presenters keep abreast of development in learning and instructional theory and educational technology in order to design instruction which will assist registered nurses to maintain competence and meet the professions' practice standards, the author outlines and discusses the steps: (1) identify need, (2) identify goals and objectives, (3) plan program according to criteria and standards, and (4) implement, validate, evaluate. (WL)

(270)

EJ 150 926

Comparative Analysis of Program Development Processes in Six Professions Pennington, Floyd; Green, Joseph, *Adult Education*, v27 n1, pp13-23, F 76

*Professional Continuing Education, *Program Development, *Educational Strategies, *Higher Education, *Models, Comparative Analysis, Instructional Design

A study was designed to examine and describe planning strategies used by persons developing continuing professional education (CPE) programs for six professional fields. The research methods used to guide the inquiry were those of grounded theory. From the description of practice in the six professions, a general model portraying the program development process was developed. (Editor/WL)

(271)

EJ 150 985

Case Study of a Programming Success Based on a Failure Lacy, Charles L.; Smith, Robert M., *Adult Leadership*, v25 n4, pp113-115, Dec 76

*Career Change, *Adult Education Programs, *Noncredit Courses, Case Studies, Program Planning, Career Planning, Program Descriptions, Program Development, Educational Needs, Vocational Development, Adults

A successful "Mid-Career Alternatives Workshop" is described which was developed based on the examination of the reasons for failure of an earlier similar workshop in terms of publicity, student involvement, format, and timing. (JT)

(272)

EJ 156 645

The Effect of Adult Student Participation in Program Planning on Achievement, Retention and Attitude Cole, J. William, Jr.; Glass, J. Conrad, Jr., *Adult Education*, v27 n2, pp75-88, Win 77

*Student Participation, *Program Planning, *Adult Education, *Academic Achievement, *Student Attitudes, *Retention, Adult Students, Educational Research

Describes a study investigating the influence of adult student participation in program planning. Conclusions were that (1) adult student participation appears to affect positively student achievement, (2) no evidence was found to support the prediction that participation in classroom planning positively influences retention of information, and (3) given a situation where prior attitudes are not firmly fixed, participating in program planning may have considerable impact on attitudes of adult students. (SH)

(273)

EJ 175 132

A Multidimensional Program Planning Model for Continuing Nursing Education Spikes, Frank, *Lifelong Learning: The Adult Years*, v1 n6, pp4-8, Feb 78

*Professional Continuing Education, *Nurses, *Models, *Program Planning, *Educational Needs, *Community Influence, Adult Education, Advisory Committees, Program Evaluation, Delivery Systems

The educator planning continuing education programs for nurses should move from a unidimensional focus which examines only the internal determinants of the nursing profession to a wholistic focus embracing a community orientation. This article presents a model comprised of five elements for use in planning continuing nursing education programs. (EM)

1510
Assessing Educational Needs

(274)

ED 112 989

Ferguson, L. G. And Others

The Assessment of Adult Needs; Phase I of Multi-County Assessment of Adult Needs Project (MAP).

McLennan Community Coll., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V-0094VA

Pub Date 75

Note—204p.; For a related document, see JC 750 541

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—*Adult Education, *Community Attitudes, *Community Surveys, Demonstration Projects, *Educational Needs, Field Interviews, Instructional Programs, *Junior Colleges, Program Planning, Publicize, Questionnaires, Tables (Data), Vocational Education

Identifiers—*Needs Assessment, Texas (Waco)

In order to assess the felt needs and interests of the local population and business community relative to education and training, a survey was designed and implemented in the four-county area surrounding Waco, Texas. This volume, part one of a three part series documents the work done in developing and conducting the community needs assessment survey; and provides a data base to be used by adult education planners. Primary sampling units of approximately equal population size were developed based on census tract data. Respondents were limited to persons 15 years of age or older, present in the residence, and agreeing to participate in the survey. In order to realize a total of 145 potential clients among the respondents, 750 interviews were planned. Interviewers were trained using the manual appended to this report, and participated in a two-day training workshop. The 89 survey questions generated responses concerning the extent of knowledge about the availability, cost, and entrance requirements of adult education programs, obstacles and inducements to enrollment, interest in specific program types, attitudes toward instruction and classroom practices, effective advertising methods, and attitudes toward adult education and vocational education. The survey instrument is appended, along with tabulated responses by demographic sub-groups. (NHM)

(275)

ED 114 626

The Assessment of Adult Needs: Phase I of Multi-County Assessment of Adult Needs Project (MAP).

McLennan Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0094VA

Pub Date 30 Jun 75

Note—204p.; For Phase 2, see CE 005 492; For Final Report, see CE005 553

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—*Adult Education, *Adults, Demography, *Educational Attitudes, Educational Needs, Educational Planning, Educational Programs, *Needs Assessment, Questionnaires, Research Methodology, Summative Evaluation, *Surveys, Tables (Data)

Identifiers—Texas

The McLennan Community College Multi-County Needs Assessment Project's (MAP) survey, assessing the felt and perceived needs, problems, and interests of the local population relative to education and training programs, is discussed in the document. The Needs Assessment Survey, one component of MAP, was conducted in the central Texas area (Bosque, Falls, Hill, and McLennan counties) during 1974. Survey development and procedures for its implementation are discussed including the interview process, eight objectives, sampling procedures and reliability, and data processing. Senior citizens were trained as interviewers, and field supervision was provided. Sample size was determined at 750 with 20.9 percent of the survey population reporting a need or desire for additional training and education. The discussion is supplemented by tables. Results of the survey are presented through brief analyses, individually by objective, and through a summary. The interviewer's manual, the questionnaire, and tabulated responses are appended and make up over half of the document. The questionnaire responses (89 pages) are tabulated by demographic subgroups. It is hoped that the information presented will prove helpful to potential users of these survey methods and that the data provided will form a common base for adult education decision-makers. (LH)

(276)

ED 115 743

Multi-County Assessment of Adult Needs Project: Final Report.

McLennan Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0094VA

Pub Date 30 Jun 75

Grant—OEG-0-74-1764

Note—54p.; For the survey reports, see CE 005 491-492

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Education, *Adults, Educational Needs, *Needs Assessment, *Program Evaluation, *Surveys

Identifiers—Texas

The document is a summarized final report of the Multi-County Assessment of Adult Needs Project (MAP) which took place in central Texas (Bosque, Falls, Hill, and McLennan Counties). It summarizes the major activities and accomplishments of the project and contains all materials except Attachments 1 and 2, the reports on Phase I (Survey of Adult Needs) and Phase II (Assessment of Business and Industry Needs) of MAP. Attachment 3 is a summary of the survey findings. Two items of correspondence regarding the project comprise Attachments 4 and 5. Attachment 6 contains the MAP mailing list. A fourth quarter report combined with an independent evaluation of the project are presented in Attachment 7 as well as the agenda and a list of participants in a dissemination conference. News reports about the project are included in Attachments 8 and 9. A final overall evaluation report of the project is discussed in two parts: summary of quarterly reports and evaluation of accomplishments toward original project objectives. Accomplishments singled out for mention are: (1) utilizing older adults as survey team members, (2) demonstrating the use of a new approach to sampling, (3) obtaining input from potential users before developing the questionnaire, and (4) determining the questionable validity of commonly-held assumptions. (EC)

(277)

ED 116 530

Entine, Alan D.

Mid-Life Needs: Assessments and Responses.

Pub Date 9 May 75

Note—13p.; Paper presented at the Meeting on New Careers at Mid-Life (Florida Technological University, Orlando, Florida, May 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Development, *Adult Education, *Adult Education Programs, *Career Change, Counseling Services, Federal Legislation, Government Role, *Higher Education, Program Descriptions, Research

The current economic outlook, including the prospectus of high unemployment rates, creates new objectives and new perspectives to the growing national phenomenon known as the mid-life career change. During the past five to seven years we have witnessed the growth and development of adult counseling centers, whose primary focus is to provide vocational and educational counseling for older individuals. While institutions of higher education have adapted their programs and curriculum to meet adult educational needs and have responded to the changing vocational and personal needs of individuals in their middle and older years, what remains to be tackled is the adoption of the world of work to the work needs of those in mid-life and later life through: (1) enforcement of existing state and federal legislation with respect to age discrimination in employment; (2) education and public affairs programs that demonstrate that older people are good workers; (3) research into the relationship between aging and intelligence; and (4) new policies from government and the private sector that provide meaningful options for the individuals in middle years and older. (Author/KE)

(278)

ED 118 817

Skelhorne, Joan M.

The Adult Learner in the University: Does Anybody Care? A Study of Need Based on an Investigation of the Facilities and Services Provided by the University of Toronto for Mature, Full-Time Undergraduate Women.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 75

Note—61p.

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($2.00)

Document Not Available from EDRS

Descriptors—*Adult Learning, *Adult Students, *Needs Assessment, Questionnaires, School Surveys, Student Needs, Student Participation, *Universities, University Administration, *Womens Education

Responding to personal experiences as a full-time mature woman student at the University of Toronto, the author engaged in a preliminary probe to determine the needs and problems of older full-time undergraduates (especially women), to determine the response of university administrators, and to compare the findings with other university campuses. Following an introductory section, Part 2 reflects the author's personal experiences as a full-time undergraduate at the University of Toronto during 1969-72. Part 3 contains data comparisons from a questionnaire sent to the Dean of Women of 25 selected university campuses in Canada and the United States (80% response). The registrars of eight Canadian universities also were sent questionnaires in order to develop a statistical profile of present and projected numbers of mature full-time students on campus, directly involving them in university planning, and taking steps to reduce the dehumanization of a large-scale bureaucratic university. Copies of the questionnaire and a 73-item bibliography are included in the appendixes. (EA)

(279)

ED 124 081

Correa, Joseph M. Swanson, Linda J.

Adult Continuing Education Instruments and Questionnaires for Regional Survey of Needs and Resources.

Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.

Pub Date 76

Note—124p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education Programs, Educational Assessment, *Higher Education, Investigations, Question Answer Interviews, Questioning Techniques, *Questionnaires, *Regional Planning, Regional Programs, Research Methodology, Social Planning, *State Surveys

Identifiers—*New York

The Northern Region Education Group conducted a comprehensive survey of the needs and resources for adult continuing education in the

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North Country, consisting of St. Lawrence, Franklin, Lewis, and Jefferson Counties of New York State. Detailed institutional profiles were attempted of all the providers of such services, notably the nine colleges and six technical institutions. Data were gathered regarding the needs of the region by various personal and telephone interview techniques and written questionnaires directed toward students, businessmen, health service institutions, library personnel, Indians, military personnel, educators, social workers, etc. Copies of the questionnaires and other instruments used in the survey are provided in this report. (LBH)

(280)

ED 126 352

Gwings, Thomas G. *Diener, Thomas J.*

A Study of the Post-Secondary Educational Needs of Adults in the Greater Tuscaloosa (Alabama) Area. Research Paper No. 1.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—Alabama Univ., University. Committee on Adult and Part-Time Students.

Pub Date 75

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Demography, *Educational Interest, *Needs Assessment, Opinions, *Public Opinion, Questionnaires, *Surveys, Tables (Data)

Identifiers—*Alabama

A 1975 survey of adults (over 18 years old) in the Greater Tuscaloosa, Alabama area was conducted by the University of Alabama Committee on Adult and Part-Time Students, to assess opinions and attitudes on post-secondary educational opportunities and programs within the local area. From a random sample of approximately 400 individuals listed in the Tuscaloosa telephone directory, 202 individuals were mailed a 27-item questionnaire. Questionnaires were followed up with telephone calls from interviewers who recorded the questionnaire responses of the participants. All respondents indicated an interest in studying or learning one or more subjects or areas of study. Approximately one-third of the respondents indicated interest in business skills, crafts, gardening, physical fitness, and sports and games. The most common reason indicated for choosing a major area of interest was for personal interest or enjoyment. Over one-third of the respondents preferred to study at a four-year college or university, and one-half wanted to attend classes or training sessions about once or twice a week. The most frequently indicated barriers were not enough time and home responsibilities. Demographic data reflecting personal characteristics of the respondents are summarized, and a copy of the questionnaire is appended. (EA)

(281)

ED 126 353 **CE 007 492**

Jones, Alice W. *Diener, Thomas J.*

Support Staff at the University of Alabama: A Study of Employee Characteristics and Educational Needs. Research Paper No. 2.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—Alabama Univ., University. Committee on Adult and Part-Time Students.; Alabama Univ., University. Committee on the Status of Women.

Pub Date 75

Note—46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Demography, *Educational Interest, *Educational Needs, Females, Males, *Needs Assessment, *Nonprofessional Personnel, Opinions, Questionnaires, Racial Distribution, *Surveys, Tables (Data)

Identifiers—*University of Alabama

The 1974-75 study conducted by the University of Alabama Committees on Adult and Part-Time Students and the Status of Women is concerned with the current educational status and training or educational needs of approximately 1500 University of Alabama employees who were identified as permanent or temporary full-time/part-time support staff that were not in k administrative positions or members of the faculty. Of the nearly 1300 questionnaires sent out, 528 usable questionnaires were returned. The majority of the respondents indicated training needs for typing, shorthand, bookkeeping, public speaking, business machine operation, and cleaning equipment (females) and for mechanics, electrical, electronics, cleaning equipment, public speaking, and driver's license (males). Most respondents wanted to continue their education in some way. The younger and middle-aged employees wanted to get into higher education; the older employees wanted an opportunity to finish high school. There were few blacks in positions other than housekeeper. Some blacks were in clerical and maintenance positions but none were in managerial positions. The major barrier to all age groups in attaining more education was time. Other barriers were costs, scheduling, travel, and child care. A copy of the questionnaire is appended. (Author/EA)

(282)

ED 126 387

Silvester, John M.

A Needs Assessment of Adult Basic Education Students at Lewis and Clark Community College. Human Renewal Services Demonstration Project (H-085) Interim Report. Revised copy (June, 1976).

Lewis and Clark Community Coll., Godfrey, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Community Colleges, Comparative Analysis, *Needs Assessment, Questionnaires, Rural Urban Differences, *Statistical Surveys, Student Characteristics, *Student Needs, *Student Opinion, Tables (Data), Teacher Attitudes

Identifiers—Lewis and Clark Community College

The study surveyed the needs of Lewis and Clark Community College's (LCCC) diversified adult basic education (ABE) clientele and analyzed the similarities and differences among urban and rural participants, male and female, basic and secondary levels and age groupings. Based on an indepth investigation of sources of information relevant to ABE student needs and their assessment, a 96-item questionnaire was developed which sought primarily to identify student needs related to nine need areas: psychological, interpersonal, occupational, financial, family, health, legal, educational, and programatic. Results were based on 236 returned questionnaires (of 310 sent to be administered to LCCC students). Data presented in 14 tables are analyzed in detail. Fourteen research highlights are listed and concluding remarks summarize the data. Two important findings were: (1) the appearance of no large differences in the way in which the various groups responded to the questionnaire items related to expressed needs and (2) the fact that all groups of students consistently perceived the educational, occupational, and psychological need areas as being of highest priority to them. Appended are bibliographic references, a sample letter of request, an instructor questionnaire on student needs (with results), a copy of the student questionnaire, and responses to the two open-ended student questionnaire questions, grouped by need categories. (Author/MS)

(283)

ED 128 616

Beatty, Paulette T.

A Process Model for the Development of an Information Base for Community Needs Assessment: A Guide for Practitioners.

Pub Date 76

Note—57p.; Paper presented at the Annual Meeting of the Adult Education Research Conference (17th, Toronto, Canada, April 7-9, 1976)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, *Adult Education Programs, Community Development, Community Surveys, Data Collection, Educational Needs, Information Needs, Information Seeking, Information Sources, *Models, *Needs Assessment, *Program Development, *Research Design, *Research Proposals

This paper is a research proposal for the development of a process model which addresses several of the fundamental questions involved in the community needs assessment process used as a prelude to program development by the community adult education program planner. The questions of what information should be gathered, where this information is stored, and how it can be retrieved from the community are considered. The model focuses on the assessment of human needs and consists of three basic components: (1) a framework component, which develops a classification schema for human needs, (2) an indicator component, which determines what information should be collected within the constraints of the classification schema, and (3) an information collection component, which elaborates sources of and retrieval strategies for those indicators selected. Three basic concepts--need, community, and model--which are central to the entire research intent are discussed in detail. An 8-step research procedure, utilizing an extensive and critical review of the literature, which will be used to develop the model is presented. A proposed dissertation outline and a 2-page reference list are included. (WL)

(284)

ED 129 373

Morton, John *Warfel, George*

Needs Assessment for Community Education.

Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date 10 Oct 75

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Colleges, Community Education, *Community Involvement, Data Collection, Evaluation Criteria, Evaluation Methods, *Junior Colleges, *Needs Assessment, *Research Methodology, *School Community Relationship

This document discusses the unique features and philosophy of the community college, and ways of maximizing community and college interpenetration. The central section of the report deals with the role of needs assessment in community education. The concept of needs assessment espoused herein stresses continuation and community participation as the basic organizing principles of needs assessment. Active involvement of college personnel and community residents in the design, conduct, and decision-making stages of the assessment is explained as being essential to the assessment process. An eclectic approach to techniques for assessing needs is urged. Among the data that should be obtained from an assessment should be: population demographics, educational achievements and needs inventory, a picture of institutions and groups with power to affect the quantity and quality of the interaction between the college and the community, and strategies for incorporating the above into an on-going process of interaction. Specific techniques in addition to survey research are listed for consideration in the performance of a needs assessment. Common pitfalls associated with needs assessments are presented as is a discussion of ways of avoiding such pitfalls. (Author/JDS)

(285)

ED 134 191

Lebby, D. Edwin

Information Needs of the People of the Eastern Shore.

Annapolis Research Corp., Philadelphia, Pa.; Eastern Shore Regional Library, Salisbury, Md.

Pub Date Sep 76

Note—252p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Adults, Educational Needs, *Information Needs, Information Seeking, Information Sources, Library Planning, Library Role, Library Services, *Library Surveys, *Public Libraries, Questionnaires, Recreational Activities, Regional Libraries, *Use Studies

Identifiers—*Eastern Shore Regional Library

This is the report of a 1975 survey study on the information needs of adults in the service area of the Eastern Shore Regional Library, conducted to provide data for improving public library services and for future library planning. A questionnaire containing 192 steps was used in interviewing a

selected sample with fair demographic representation from eight counties. Data were collected and organized on the regional and the county level. This report contains 19 tables with regional data and 21 tables with both regional and individual county data, and each statistical table is accompanied by analytical notes. Also presented are findings at regional level as to the information needs for problem solving, general subject areas, education and entertainment activities; library use; and user/non-user profiles. The questionnaire is included in the appendix. Findings regarding specific counties are presented in separate documents. (SC)

(286)

ED 137 502

Continuing Education: Bridging the Information Gap. Research Publication 76-1.

New York State Education Dept., Albany. Bureau of Special Coll. Programs.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Grant—73-059-008

Note—250p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Education, *Continuous Learning, *Delivery Systems, Demography, *Educational Needs, *Geographic Regions, Institutional Role, Interviews, Needs Assessment, Post Secondary Education, Questionnaires, Regional Planning, State Surveys

Identifiers—New York, *New York (Central)

As part of a statewide effort to contribute necessary information for the improvement of planning, administration, and delivery of continuing education services, the central region studies were an attempt to discover more about adult learning interests, the needs for continuing education services, and the present delivery system in an 11-county region of central New York. Three separate research efforts were conducted: (1) A demographic profile and analysis of the 11-county region including description of the population of each county with regard to age, sex, income, level of education, occupation, and labor force status; (2) a survey of adults in the region about their continuing education needs and interests (half-hour interviews by trained volunteers with 1,502 randomly selected adults from 64 communities--farm workers, service workers, blue collar workers, white collar workers, unemployed, and homemakers); and (3) a survey of providers of educational services in the region (questionnaire surveys of four categories of providers: degree granting 2- and 4-year colleges and universities; public schools, vocational, private, and proprietary institutions; social, cultural, government, religious, and professional organizations and agencies; and employers. It was found that a large majority of adults in the region wish to continue their education beyond the years of formal schooling, and many institutions, organizations, and agencies are attempting to provide appropriate continuing education services for them. In general, findings showed that the activities offered by the providers of learning opportunities are in the same learning areas cited as preferences by adults. To provide data to improve services and increase adult participation, specific findings from the study are presented in the report under the following categories: Adult interests and participation, learning opportunities and adult needs, recommendations for a more responsive system of continuing education, and toward a regional continuing education information management system. (JT)

(287)

ED 139 991

Green, Margot Keith

Responsiveness with Rigor: A Methodology for Diagnosis of Adult Education Needs through Ethnographic Research.

Pub Date 22 Apr 77

Note—21p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 22, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Action Research, *Adult Education, Cultural Environment, Data Collection, Educational Anthropology, *Educational Diagnosis, Educational Needs, Information Needs, Inservice Education, Institutional Environment, *Needs Assessment, Organizational Development, *Research Methodology, Task Performance

Identifiers—Indiana

This paper discusses a procedure for diagnosing adult educational needs, which the author developed and tested for her doctoral dissertation to study the work performance of attendant supervisors at a mental retardation facility. She describes the methodology used as ethnographic research, which entails an analytic description of a culture by looking at an institution as a culture of its own and, for example, attempting to illuminate the meaning of a supervisor's role and perceived performance in terms of the culture of the mental retardation facility. Steps outlined as part of the methodology include identification of salient issues, development of categories of concern as areas on which to focus the diagnosis, identification of symptoms, and movement through inference to symptoms to problems to educational needs. The procedure is called responsive because it is meant to respond to the information needs of the client and rigorous because the diagnosis is done with careful description and attempts to document the bases on which judgments are made. For example, the data collection process described involves a variety of techniques: Formal and informal interviews, observation, document analysis, and questionnaires. Strengths of the procedure are also discussed. A summary of the diagnostic study conducted for the dissertation is appended. (LMS)

(288)

ED 143 393

Raines, Max R.

Developing Constituency Programs in Community Colleges.

American Association of Community and Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—70p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Students, Behavior Theories, Community Colleges, *Community Surveys, *Junior Colleges, Junior College Students, *Measurement Techniques, *Needs Assessment, Nontraditional Students, Program Development, *Program Planning, Psychological Needs, *Student Needs

Identifiers—Charette, Delphi Technique, Nominal Group Process, Transactional Evaluation

After an examination of societal currents leading up to the student revolution of the sixties, the author develops a theoretical concept of needs assessment. Assuming that effective needs assessment and program planning depends on the success of simulating the "needing" process of constituents, he divides community college clientele into two types: the "idiographic" or individual-centered, and the "nomothetic" or societally centered. These types are then explored along behavioral transaction patterns that result from their identified needs states. The interactive or transactional approach is next applied to needs assessment techniques including the task force approach, the Nominal Group Process, the Delphi Technique, the Transactional Evaluation Model, and the Charette. Omnibus and targeted surveys are then examined in relation to general and specialized clientele, including the handicapped, senior citizens, Latins, Blacks, and Native Americans. Finally, a strategic planning model is presented which can facilitate program development for new constituencies. (RT)

(289)

ED 143 826

Copeland, Harlan G. And Others

A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State.

Syracuse Univ., N.Y.

Spons Agency—New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Note—291p.; Best copy available

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Adult Education, Colleges, *Data Collection, Educational Needs, Extension Education, Feasibility Studies, Management Information Systems, *Needs Assessment, Policy Formation, *Post Secondary Education, Program Planning, *Research Methodology, Sampling, State Departments of Education, *State Surveys, Statewide Planning, Universities

Identifiers—Delphi Technique

Objectives of a three-phase New York State study were (1) to test the feasibility of an institutional sampling survey for providing descriptive data about the nature and scope of continuing education in postsecondary degree-granting institutions, (2) to test the applicability of the Focus Delphi research method for assessing the priority educational needs and goals for degree-granting postsecondary institutions, and (3) to evaluate the feasibility of integrating the information-gathering system for postsecondary education into the State Education Department management information system. In the institutional survey descriptive information was sought concerning the kinds of continuing education opportunities available, the audiences served, the number of participants, and the subject matter areas studies. The methodology consisted of constructing and administering a questionnaire to a sample of university and college personnel, analyzing the data, and reporting the findings. The Delphi study sought the responses of policy advisors, continuing education administrators, faculty members, and clients to alternative adult and continuing education goals and strategies. The phase three task involved becoming familiar with the management information system of the state education department and evaluating its compatibility with the data collection procedures used in the two preceding phases. (Results of each phase are reported separately and a final chapter synthesizes them into ten selected policy issues in continuing education, e.g., expansion of specific types of course offerings and future research needs.) (JT)

(290)

ED 145 093

Kurland, Norman D. And Others

Postsecondary Continuing Education and Lifelong Learning. A Report Prepared for the Regents 1976 Statewide Plan for Postsecondary Education. Revised.

New York State Education Dept., Albany.

Pub Date 1 Jun 76

Note—75p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education Programs, *Continuous Learning, *Educational Alternatives, *Educational Needs, Educational Policy, *Educational Quality, Equal Education, Policy Formation, Post Secondary Education, Statewide Planning

Identifiers—New York

Based on several New York State studies of adult education, some conducted under Higher Education Act funding, this report is one of several on the educational needs of adults conducted in preparation for the Regents 1976 Statewide Plan for Postsecondary Education. The central argument is that the Regents' goals for postsecondary education can only be fully achieved if the lifelong learning needs of adults are met, and New York, therefore, should conceive of postsecondary education in terms of its contribution to meeting the needs of all its adult citizens through opportunities provided by formal postsecondary institutions for adult students (usually part-time students) and through such nonformal agencies as libraries, museums, media, and community organizations. Following brief assessment of educational practice with respect to the Regents goals for postsecondary education, specific recommendations are detailed for how the needs of adults can be met within the framework of each of the four goals: (1) open access for all citizens without regard to age, sex, race, creed, national origin, geographic location, or economic status; (2) quality education guaranteed through the maintenance and monitoring of appropriate standards, the assurance of academic freedom, and the acceptance of academic responsibility,

(3) provision for special needs through efficient allocation of resources without regard to geographic location, and (4) a responsive system attuned to the changing needs of society, which is sufficiently flexible to adapt to those needs in a timely fashion. (JT)

(291)

ED 150 900

Cross, K. Patricia Zusman, Ami

The Needs of Non-Traditional Learners and the Responses of Non-Traditional Programs.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Jun 77

Note—177p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Access to Education, *Adult Learning, Bibliographies, College Students, *Educational Alternatives, Educational Demand, Educational Supply, Females, Higher Education, *Literature Reviews, Needs Assessment, *Nontraditional Students, *Part Time Students, Program Descriptions, Student Motivation, Student Needs

The state of knowledge about adult part-time learners and the programs designed to serve them are reviewed. The primary sources of information were recent data collection projects sponsored by state and national agencies to determine the characteristics and needs of adult learners and potential learners. Selected program descriptions were also studied to determine current program responses to learner needs. Major findings include: (1) Interest in adult education is related to socioeconomic status. (2) Participation and interest in educational activities show considerable regional variation. (3) Adults have a pragmatic orientation to eudcation. (4) The kind of education desired is related to adult life stages. (5) Education for adults must have high credibility. (6) Women are closing the educational gap between men and women, but there is some evidence that today's voluntary and largely self-supporting adult education is widening the gap between Caucasians and ethnic minorities and between the "haves" and "have nots."

(292)

ED 152 375

Hepburn, Kenneth

Educational Needs, Access, and Barriers of Residents in Southeast Central Los Angeles: A Phase II Needs Assessment for New Dimensions.

Los Angeles Community Coll. District, Calif. Office of New Dimensions.

Pub Date Nov 77

Note—62p.; For related documents see JC 780 196 and 198

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Access to Education, *Community Characteristics, Community Colleges, Community Education, Community Service Programs, *Community Surveys, Demography, Educational Needs, Information Needs, Institutional Research, *Junior Colleges, Minority Groups, *Needs Assessment

Identifiers—California (Los Angeles)

Of primary concern in studying the educational and informational needs of residents of the Southeast Central Area of the Los Angeles Community College District was determining the area's demographic and historical characteristics. The data gathering strategies involved locating available information on the area for background to community issues, concerns, and needs; conducting interviews with persons in service capacities from both within and outside the area; and directly observing community service agency activities. The semi-structured interviews with community informants elicited information on social change and social stability in the area, on significant groups, educational and informational needs, and barriers and access points for New Dimensions programs. The findings indicated that the area was experiencing a rapid population shift in terms of cultural age, and economic characteristics.

(293)

ED 152 985

Scissons, Edward H.

Psychometric Needs Assessment. Theory and Practice.

Pub Date 78

Note—42p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Characteristics, Comparative Testing, Data Analysis, Data Collection, Evaluation Methods, Group Norms, Leadership Training, Models, *Needs Assessment, Occupational Guidance, Organizational Effectiveness, *Personnel Data, *Professional Continuing Education, Professional Personnel, Professional Training, Psychological Characteristics, Psychological Testing, *Psychometrics, Staff Improvement

Identifiers—*Psychometric Needs Assessment

The Psychometric Needs Assessment (PNA) model was designed to provide a means of describing a target population and various subpopulations contained therein. The specific purpose of such description is to provide a guide to determination of the continuing educational programming needs of professionals. Major attributes of the PNA model are the following: (1) the model emphasizes needs rather than interests in the identification of training programs; (2) PNA is very amenable to rigorous validity testing; (3) the model fits in well with current recruitment practices of middle and senior executives where there is an ever increasing reliance on standardized psychometric evaluation; (4) data collection instruments are standardized, resulting in a greater knowledge of the inherent error factor; and (5) while most characteristics are tested by non-behavioral means (attitudes, etc.), this disadvantage is also a characteristic of more traditional needs assessment strategies. The model was tested in the early 1970s with 677 male junior and senior-level personnel from four occupational categories: sales, engineering, administration and finance. Discriminant analysis was used in analyzing data from a four-test psychological screening battery to provide differentiation between typical characteristics between professional groups and differentiation within groups as a function of seniority or experience. It was concluded that the model offers promise as a reasoned, though complex, approach to the needs assessment process for business professionals. (Statistical data from the test of the model is included.) (DTT)

(294)

ED 155 371

Mazmanian, Paul E.

The Role of Educational Needs Assessment in Adult Education and Continuing Medical Education Program Planning. A Monograph.

Pub Date 1 Dec 77

Note—68p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Data Collection, Definitions, Educational Needs, Educational Objectives, Job Skills, *Medical Education, Models, *Needs Assessment, Physicians, *Professional Continuing Education, *Program Planning, Skill Obsolescence

This monograph, organized in two major parts, covers the role of educational needs assessment in adult education and its role in continuing medical education (CME). The first part discusses the concept of educational need and its relationship to classic program planning models and naturalistic program planning. It then covers various assessment approaches and data gathering methods with criteria for model selection. A discussion of the role of needs assessment in guiding the program planning process concludes this first part. The second part presents definitions and the purpose of CME followed by definitions of competence. It then discusses program planning models and approaches to needs assessment in CME. (EM)

(295)

ED 156 237

Lauth, Laurence V. Zabek, Robert J.

An Analysis of WCC's Community Needs Survey. Office of Institutional Research Report #78-3.

Wytheville Community Coll., Va.

Pub Date [78]

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Access to Education, *Adults, Community Attitudes, Community Colleges, *Community Involvement, *Community Surveys, Demography, *Educational Interest, Information Needs, *Junior Colleges

Identifiers—Virginia

A community needs survey was conducted of Wytheville Community College's five-county, one-city service area, to determine what area residents know about the college and the various community services it provides. In early December 1977, phone calls to randomly selected prospective participants were made to solicit their participation in the survey; 762 agreed, and 584 (76.64%) ultimately returned questionnaires. Several spot checks were made to verify the validity and reliability of the results. Information was collected on place of residence, age, sex, educational level attained, profession, college information source, familiarity with the college, attendance at the college, reasons for attending or not, tuition rating, yearly family income, and awareness of and participation in specific college programs and services. All data were classified and presented by respondents' counties of residence. Although participants manifested overall familiarity with the college, survey results pointed out several factors for consideration by the college staff. These included expanding regional site offerings and services, extending evening and weekend services, establishing a child care center on campus, making services more available to economically and/or educationally disadvantaged residents, and raising the level of awareness of college extracurricular services. (TR)

(296)

ED 156 247

Hutchins, Elbert C.

The Learning Needs of Adults in Johnson County, Texas.

Hill Junior Coll., Hillsboro, Tex.

Pub Date 22 May 78

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adults, College Credits, Community Attitudes, Community Characteristics, Community Colleges, *Community Surveys, Conventional Instruction, Demography, *Educational Interest, Females, Institutional Research, *Junior Colleges, Males, *Needs Assessment, Personal Interests, Teaching Methods

Identifiers—Texas (Johnson County)

The Adult Learning Project was conducted to determine the educational needs and conditions related to adult learning in Johnson County and to ascertain the attitudes of area residents toward Hill Junior College. The survey contacted approximately 1,200 adults; 576 questionnaires were returned. When results were correlated, four sample groups were identified: male and female would-be learners and male and female non-learners. Study results indicated that there was a relatively large number of would-be learners in the service area, perhaps as many as 30,000 out of approximately 50,000. Of these, about 60% would be female and 70% married. Respondents' learning interests were quite diverse: crafts, business skills, gardening, physical fitness, home repairs, religion, and investments were the most popular subjects. Most respondents hoped they would receive some type of credit for their educational experiences, and the majority of would-be learners preferred traditional learning situations. Most potential learners viewed additional education as a source of personal enjoyment and enrichment; they indicated the most important access barriers to be lack of time, cost, dislike of full-time schooling, and home and job responsibilities. The study indicated that Hill Junior College and its services are viewed favorably by area residents. Respondent demographics and a copy of the questionnaire are included. (TR)

(297)

ED 156 267

A Comprehensive Assessment of Adult Educational Needs in Delaware County.

Response Analysis Corp., Princeton, N.J.

Spons Agency—Delaware County Community Coll., Media, Pa.

Pub Date Mar 78

Note—147p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Academic Aspiration, *Access to Education, Adult Characteristics, Adults,

Career Education, Community Colleges, *Community Surveys, Demography, Educational Background, *Educational Demand, Educational Needs, Enrollment Projections, Institutional Research, *Junior Colleges, *Needs Assessment, Student Costs, Student Recruitment

Identifiers—Delaware County Community College PA, Student Objectives

A total of 1,991 Delaware County (Pennsylvania) adults, aged 17 or older, responded to a survey designed to identify and describe "educational market segments" and to provide a baseline identification and assessment of their unmet postsecondary educational needs and preferences to aid the Delaware County Community College (DCCC) in planning and improving educational programs and services. Survey results indicated that Delaware County adults were better educated than the national norm; that their career aspirations tended toward the skilled/upscale occupational categories; and that they exhibited a strong pro-formal-education orientation. Of educational services offered or contemplated by DCCC, respondents expressed the greatest interest in career training (40%) and in job skills training (over 33%). Both students and prospective students favored the traditional classroom/lecture method. Although projections indicated over 75,000 planned to enroll within the following year, nearly all survey respondents felt tuition costs were a major impediment to enrollment and 30% needed free child care services. Of students currently enrolled, 79% intended to finish their degrees or programs and 58% indicated they will continue their education beyond degree completion. Implications of study findings, respondents' demography, and copies of the survey instruments are included. (TR)

(298)

ED 156 835

Danielson, Gloria

A Study to Determine the Needs Perceived by St. Louis Adult Basic Education Students.

Pub Date Jan 78

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education Programs, Educational Needs, *Educational Objectives, Educational Research, Faculty Evaluation, *Needs Assessment, *Participant Satisfaction, *Program Evaluation, *Program Improvement, Student Needs, Student Opinion, Surveys

Identifiers—Missouri (Saint Louis)

A survey of Adult Basic Education (ABE) students attending class at seventeen learning centers in St. Louis, Missouri, was done to determine if the ABE teaching staff were meeting the felt needs (objectives) of the students. In general, it was found that the program staff has been successful in identifying and meeting the needs of the individual students. Overall, the twenty-one objectives listed in the survey form were all marked important by the students and no new ones were indicated. However, some needs are not receiving the priority indicated by the students, while others are being given more emphasis than necessary. Although understanding the metric system and practicing its use were ranked first and second, respectively, only twenty-five percent of the students are receiving metric education. Career information was listed next after the metrics and basic skills, but only fifteen percent of the students are receiving this information. Letter writing was considered important but given more emphasis than necessary. Consumer rights and responsibilities were ranked midway in the list of priorities but receive no attention. (This report concludes with twenty-two recommendations. The appendix includes the educational objectives for the Missouri Basic Essential Skills Test [BEST] and the survey form.) (EM)

(299)

ED 156 852

Morton, J. B. *Hatfield, Gary*

Adult Needs Assessment in Oklahoma.

Oklahoma State Univ., Stillwater. School of Occupational and Adult Education.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date Dec 77

Note—67p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Adults, Demography, *Educational Interest, Educational Needs, *Educational Problems, Job Skills, Leisure Time, *Needs Assessment, Opinions, Skill Development, State Surveys, Tables (Data), *Vocational Education

Identifiers—Oklahoma

One thousand eighty-two adults in Oklahoma were contacted for telephone interviews to determine their perceived needs for vocational education. Based on 853 responses, the findings include the following: the two most convenient times adults are available for training is on a weekday in the morning or evening; the major barrier that limits participation in a training program is the lack of child care facilities at training institutions; twenty-three percent of the respondents were interested in leisure time education; the largest type of leisure time education that adults were interested in was for arts and crafts; the proportion of adults interested in skill training or leisure time education decreases as age increases; a larger proportion of females are interested in both skill training and leisure time education than males; a larger proportion of adults working part-time are interested in leisure time education; and the proportion of adults interested in leisure time education increases as the number of years of education increases. (This report includes thirty-seven tables. The interview questions in a flowchart format presenting the sequence in which questions were asked and the interview response sheet are appended.) (EM)

(300)

EJ 134 146

How to Figure Out What Adults Want to Know McElreath, Mark P., *Adult Leadership*, v24 n7, pp232-5, Mar 76

*Relevance (Education), *Student Needs, *Methods, *Needs Assessment, *Adult Students, Adult Education Programs, Educational Research, [*Nominal Group Process]

A nominal group procedure for ascertaining adult students, needs in educational programs is explained, with examples from the American Pie Forum provided. (LH)

(301)

EJ 138 980

A Study of Educational Need Patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan Dixit, Asha, *Indian Journal of Adult Education*, v36 n10, pp11-3, Oct 75

*Urban Areas, *Rural Areas, *Tribes, *Educational Needs, *Needs Assessment, Foreign Countries, Educationally Disadvantaged, Adult Education, Doctoral Theses, [*India (Rajasthan)]

A summary of a doctoral thesis on the educational need patterns of the adults in the urban, rural, and tribal communities of Rajasthan, India, outlines questions, objectives, scope, and terms. Ten conclusions are presented and indicate that there are little or no educational opportunities in rural and tribal communities. (LH)

(302)

EJ 144 134

Transitional Analysis of Adult Learners' Needs Lam, Y. L. J., *Alberta Journal of Educational Research*, v22 n1, pp59-70, Mar 76

*Educational Research, *Adult Learning, *Individual Needs, *Needs Assessment, *Changing Attitudes, Diagrams, Tables (Data), Research Methodology, Models

By locating three possible fallacies associated with the conventional "needs approach" of program planning for adult learners, the present paper proposes a theoretical model that accounts for a possible evolution of real educational needs of learners and identifies varying impacts of the process upon learners' perceived need changes. (Author)

(303)

EJ 150 484

Telephoning the Community Base Moore, George R., *Community and Junior College Journal*, v47 n3, pp18-19,27, Nov 76

*Junior Colleges, *Needs Assessment, *Community Surveys, *Institutional Research, Community Colleges, Educational Needs, Adults, [*Telephone Survey], [Chemetka Community College]

Describes the experience of Chemetka Community College (Oregon) in conducting a comprehensive local needs assessment survey by telephone. (DC)

(304)

EJ 154 607

An Overview of Needs Assessment Tools for Continuing Education Lorig, Kate, *Nurse Educator*, v2 n2, pp12-16, Mar-Apr 77

*Professional Continuing Education, *Needs Assessment, *Measurement Techniques, Nursing, Program Design, Educational Needs, Questioning Techniques, Curriculum Development, Evaluation Methods, Research Methodology, [*Delphi II]

Presents descriptions, advantages, and disadvantages of six needs assessment tools which can be used for continuing education: The simple checklist, the reiterated checklist, the Delphi II assessment, "asking," the matrix assessment, and the pyramid assessment. Emphasis is on the Delphi II technique. (TA)

(305)

EJ 156 668

The Curriculum Development Process in Adult Education Lumsden, D. Barry, *Adult Education*, v49 n5, pp279-284, Jan 77

*Adult Education, *Curriculum Development, *Participant Involvement, *Educational Needs, *School Community Relationship, *Program Planning, Needs Assessment, Curriculum Problems, Conceptual Schemes, [Social Needs]

Discusses the problem of recognizing adult social and educational needs in developing curriculums for adult education and the necessity to involve the target population in the identification of these needs. Presents methods of accomplishing this involvement, such as community advisory committees and the use of census and other data bases. Concludes that continuous needs evaluation must take place during the entire process. (MF)

(306)

EJ 172 276

Continuing Education Is for Everyone Russell, Donovan, *Community College Frontiers*, v6 n1, pp43-6, F 77

*Junior Colleges, *Adult Education, *Needs Assessment, *Unemployed, Community Colleges, Educational Needs, Educational Interest, Educational Research

Describes a project designed to assess the continuing education needs and resources in an 11-county area in New York. Reports study findings concerning the educational needs, interests, and preferences of unemployed adults. (DC)

(307)

EJ 172 981

Identifying Educational Needs of the Community Shah, L. R., *Indian Journal of Adult Education*, v38 n6, pp18-23, Jun 77

*Educational Needs, *Adult Education, *Needs Assessment, *Universities, *Program Planning, Community Development, Post Secondary Education, Community Agencies (Public), Educational Development, Program Development, [India]

Discusses factors to be considered by a university in launching an adult/continuing education program. Information covers identification of needs and resources, target groups, anticipation of problems, and program selectivity and specificity. (SH)

(308)

EJ 181 965

Educational Needs: Definition, Assessment, and Utilization Griffith, William S., *School Review*,

v86 n3, pp382-94, May 78

*Adult Education, *Continuous Learning, *Needs Assessment, *Enrollment Rate, *Participation, *Educational Needs

Examines the concepts of need and need identification, the process of need assessment as it is perceived by adult educators, and the evidence of the adequacy of need assessment in adult education in terms of participation rates. (BR)

1550
Determination, Refinements of Objectives, Task Analysis

(309)

ED 152 988

Mazmanian, Paul E.

The Translation of Identified Needs into Program Objectives.

Pub Date Apr 78

Note—23p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978); Wording in some of the diagrams throughout the paper may not reproduce well due to small, broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Needs, Educational Objectives, Educational Research, *Medical Education, Medical Schools, *Models, Physicians, *Professional Continuing Education, *Program Development, *Program Planning

Model constructs of the relationship of program needs to educational objective setting in medical continuing education program development were outlined. Utilizing an inductive method of discovering theory as the major research method, five procedural models were derived. Data were collected from twenty respondents from ten university medical schools during interviews. Model I illustrates the flow of activity from origin of the idea to program design through extensive deliberation with the continuing medical education (CME) unit. Formal veto power over topic selection rests within the medical school departments and the role of the CME unit is supportive. Model II also represents the processing of a program idea with veto power in the medical school departments but includes educational support services of an Extension Service. Model III represents the processing of an idea with veto power in the Extension Service of the organization. The role of the CME planner/administrator is consultative. Model IV illustrates the processing of a program idea from an external source. The power to veto topic selection is in the CME unit. The fifth model is a general one in which a program idea from inside or outside the medical school is received in the CME unit. The program design is a product of the CME planner/administrator's coordinating effort and planning committee expertise. (EM)

(310)

EJ 169 156

Setting Objectives Elkins, Aaron J., *Lifelong Learning: The Adult Years*, v1 n2, pp22-3, Oct 77

*Evaluative Thinking, *Validity, *Relevance (Education), *Participant Involvement, *Educational Objectives, *Evaluation Criteria, Educational Assessment, Adult Education, Training Techniques

The author questions the extent to which educators have relied on "relevance" and learner participation in objective-setting in the past decade. He describes a useful approach to learner-oriented evaluation in which content relevance was not judged by participants until after they had been exposed to it. (MF)

1600
Recruitment of Participants

(311)

ED 147 580

FOR FIN (Program Organizing Related Family Instruction in the Neighborhood).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Grant—0-70-5159-324

Note—117p.; The project was sponsored by the Bexar County Adult Continuing Education Program

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Students, Comparative Analysis, Demonstration Programs, Demonstration Projects, *Educationally Disadvantaged, Educational Research, *Field Interviews, Home Visits, Interviews, *Mass Media, Methods, Methods Research, *Program Development, *Program Effectiveness, *Student Recruitment

Identifiers—Texas (San Antonio)

A project was undertaken in San Antonio, Texas, to develop a recruitment approach which would be more effective than the traditional mass media approach in recruiting hard-core undereducated individuals into adult education classes. An experiment was designed to test a recruiting method which would employ a personal, face-to-face interview technique. Two groups of eighty subjects, one experimental and the other control, were selected from the parents of children enrolled in bilingual classes. The techniques and methods that were developed resulted in a seven-page guide designed for recruiting disadvantaged adults. (The guide and other project materials are included in this report.) (EM)

1650
Selection, Prediction of Success

(312)

FJ 136 407

Student Performance in Relation to Age Van Helden, F. M., *Australian University*, v13 n3, pp262-70, Nov 75

*Higher Education, *Adult Students, *Academic Achievement, *Adult Learning, *Age, Foreign Countries, Comparative Analysis, Educational Research, [Wollongong University, Australia]

A study comparing performance of college students in three age groups developed a strong case for admitting students 26 years or older. The 22-25 group also showed better results than the under-22 group but had the lowest degree-completion rate. Little correlation was found between adult student performance and high school examination results. (JT)

interviews of the experimental group, a face-to-face interview technique and supportive materials were developed. This recruitment package was utilized during home visits made to the experimental group in a recruitment effort. Two weeks later a second visit was made in which other promising recruiting techniques were employed. Approximately 37% of the experimental group enrolled in classes as compared to 2.4% from the control group which was subjected only to mass media recruiting efforts. Chi-square analysis of the results revealed a significant difference in the number of individuals enrolled into class when a face-to-face technique is employed, as opposed to nonpersonal methods of recruitment. The techniques and methods that were developed resulted in a seven-page guide designed for recruiting disadvantaged adults. (The guide and other project materials are included in this report.) (EM)

1700
Retention

(313)

ED 111 277

Bhatnager, Jati

Educational Experiences of Part-Time University Students. Report 3. Factors Associated with Drop-out.

Concordia Univ., Montreal (Quebec). Sir George Williams Campus. Dept. of Education.

Pub Date Jun 75

Note—176p.; Not available in hard copy due to marginal legibility of original document; for Report 2, see HE 006 671

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Students, Demography, *Dropout Research, *Dropouts, Educational Background, Employment, Family Status, Financial Support, *Higher Education, Marital Status, *Part Time Students, Post Secondary Education, Residential Patterns, Student Characteristics, Travel

Identifiers—Concordia University (Sir George Williams Campus), *Mature Students Qualifying Program

During the last decade the growth in part-time enrollment of Canadian universities has been greater than growth in full-time enrollment, and the trend is expected to accelerate. Focusing on the dropout, a phenomenon of major concern in part-time university education, survey was made of all new students registered in the Mature Students Qualifying Program at Sir George Williams University. The survey covers demographic variables, educational background, employment characteristics, residence, travel, parental background, financial support, and marital and family status. The dropout is a multidimensional phenomenon. No single factor could explain dropout from higher education. The need for further multidimensional analysis is apparent. The dynamics of dropout behavior might well turn out to be different among full- and part-time student populations. Results obtained here would tend to suggest that they are. (Author/KE)

(314)

ED 125 674

Coffey, Daniel J.

Attrition/Retention Study, Central YMCA Community College.

Coffey (Daniel J.) Associates, Chicago, Ill.

Spons Agency—Central YMCA Community Coll., Chicago, Ill.

Pub Date 31 Mar 76

Note—88p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Dropouts, Community Colleges, Counselor Role, *Dropout Identification, *Dropout Prevention, Dropout Rate, Dropout Research, *Junior Colleges, *School Holding Power, Student Personnel Services, Teacher Role

Identifiers—Central YMCA Community College

In order to determine what Central YMCA Community College can do to reduce student dropout rates, a series of questionnaires was developed and SRS information system data were analyzed for fall 1975. One questionnaire collected information from faculty on student attrition through the first eight weeks of the fall 1975 semester to find out what kinds of students dropped out, and when. Two questionnaires were administered to systematic samples of students and faculty to determine what student services were valuable in holding students. A Registrar Deficiency Study provided information on how many and what types of students dropped out during the first week of classes, while SRS data gave "time delay" information on dropouts (comparisons for several weeks). The complementary insights provided by these various sources of information led to the following conclusions: (1) Over 30% of the student population can be

identified at the end of registration as likely dropouts. (2) The highest dropout rate occurs in the first week of class. (3) Instructors are providing ingredients critical to helping students succeed. (4) Counselors provide services only on request. (5) SRS data are out of touch with student enrollments from the point of registration until grades are assigned. On the basis of these conclusions the development of an Early Intervention Model is recommended. (MHM)

(315)

ED 136 012

Michlein, Michael G. And Others

Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.

Moraine Park Technical Inst., Fond du Lac, Wis.; North Central Technical Inst., Wausau, Wis.; Northeast Wisconsin Technical Inst., Green Bay.; Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—15-097-151-226

Pub Date Jun 76

Note—249p.; Appendixes C and H (40 pages) may not reproduce well due to small faint type; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Dropouts, *Adult Education, Dropout Attitudes, *Dropout Characteristics, *Dropout Identification, Dropout Prevention, *Dropout Rate, Dropouts, Educational Research, Literature Reviews, Post Secondary Education, Program Improvement, Secondary Education, Student Needs, *Technical Education, *Vocational Education

Identifiers—*Wisconsin

A project was designed to develop and test (phase I), and implement (phase II) a research design for the study of student attrition in the Wisconsin vocational technical adult education (VTAE) system with the intent of identifying student attrition and determining its predictability. Phase I, the developmental aspect (described in this report), involved identification of attrition and the predictive variables, methods for data collection, data analysis, and report format by a consortium of four Wisconsin technical institutes in fiscal year 1976. The institutes conducted individual attrition studies for their individual schools with the specific objectives of (1) identifying the extent of student attrition categories such as job-outs, transfers, failures, or socioeconomic withdrawal, (2) identifying background characteristics, ability factors, and self-concepts which predict student attrition, and analyze their effects on attrition, and (3) determining program deficiencies if any and recommendations for changes. Some of the consortium's major conclusions were that information on dropouts is often sketchy and that data which is available is not always reliable; students' reasons for dropping out are often unclear or unable to be verbalized even to the early leaver; much attrition is related to a lack of commitment or motivation on the student's part; student assistance for a change of direction is not readily available once a student is participating in a full-time program, and if it is available, it is not recognized by the student. Twenty-three recommendations are listed. The nine appendixes, which cover half the document, contain tabular information on student characteristics. (SH)

(316)

ED 153 686

Carden, Thomas E.

The Development of a Student Satisfaction Questionnaire for Adult Learners at Piedmont Technical Institute.

Pub Date May 78

Note—46p.; Ed.D. Practicum, Nova University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Students, College Environment, Junior Colleges, Junior College Students, Literature Reviews, *Participant Satisfaction, *Questionnaires, Reading Level, School Holding Power, School Surveys, *Technical Institutes, *Test Construction

Identifiers—Piedmont Technical Institute NC

In developing a student satisfaction questionnaire relating to the philosophy of "open door" colleges and characteristics of adult learners, a literature review was conducted on student retention, satisfaction, and motivation, questionnaire construction, and adult learner characteristics. Questionnaire objectives were developed and included providing (1) a way for Piedmont Technical Institute students to express their feelings about the school, (2) base data for faculty and administrators on student satisfaction levels, (3) means for studying satisfaction as a retention factor, and (4) accommodation of students' reading abilities. General categories for questionnaire items were determined: policies, working conditions, compensation, instruction quality, social activities, and recognition. Within the broad categories, individual items were developed, submitted to a reading specialist for a readability test, and revised as recommended to the seventh grade reading level. Individual items were subsequently considered for appropriateness, content, and structure by a panel of judges and were revised according to panel recommendations. The questionnaire was field-tested, and discussions with students were held to elicit their perceptions of the instrument. The questionnaire appeared to be a statistically consistent and valid instrument. A copy of both the original and revised questionnaire is appended. (TR)

1750
Counseling, Guidance

(317)

ED 113 458

Comly, Lucy T.

Community-Based Educational and Career Information and Counseling Services for the Adult Public.

New York State Education Dept., Albany.

Pub Date 27 Jan 75

Note—39p.; For related documents, see CE 004 930-3

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Adult Counseling, *Adult Education, *Continuous Learning, *Counseling Services, Counselor Certification, Counselor Training, Federal Aid, Futures (of Society), Information Dissemination, Program Costs, *Program Planning, *State Programs

Identifiers—Career Counseling, Needs Assessment, New York

A working paper for the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the report is directed to the provision of educational/career information/career counseling services for the adult public. The paper is intended to stimulate discussion on the topic at the State and national level. The main purposes of the report are: (1) to describe the types of services now available; (2) to identify the need for such services; (3) to define the problems, needed research, and policy issues involved in providing the services; and (4) to identify alternative solutions. Discussion covers: the need for information and counseling services (as evidenced by survey data, reports by educational commissions, individual response to services, and Federal government and private foundation financial support); various possible support services for providing educational information and counseling services (a statewide educational resource data bank, the licensing of counselors and charting of counseling agencies, and a resource and planning center); staffing of counseling services; training programs for counselors of adults; and the cost and funding of these services. A chart in the appendix lists and describes existing counseling services throughout New York State. (EA)

(318)

ED 122 075

Farmer, Helen

Inquiry Project: Computer-Assisted Counseling Centers for Adults.

Illinois Univ., Champaign.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Report No—VT-102-713

Pub Date 20 May 75

Note—28p.; Paper presented at the American Association of Higher Education (Drake University, Iowa, May 20, 1975)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Counseling, Adult Education, Adults, Career Change, Career Planning, *Computer Oriented Programs, *Counseling Centers, Counselor Role, Data Banks, Educational Counseling, Information Centers, Information Needs, Information Retrieval, Information Storage, *Information Systems, Occupational Information, Post Secondary Education, Retraining, *Vocational Counseling

The report describes a University of Illinois project which designed and field-tested computer-assisted adult counseling centers. These centers offered counseling for persons seeking to make career changes, to continue their education, or to leave the home and enter the labor market. Computers provided a comprehensive data bank of information on occupational and educational opportunities, while counselors performed the essential roles of identifying obstacles to educational or career goals and of planning ways to overcome these obstacles. The theoretical basis for the design of the centers is adapted from Tiedeman and O'Hara, wherein services are built around the developmental tasks relevant to the educational and career needs of adults. A six-step method to guide the counselor and client in self-study planning is outlined. The four major components of the information system--educational information, occupational information, self-information, and guidance information--are described in the report. (NJ)

(319)

ED 132 281

Perrone, Phil Davis, Sandy A.

Adult Counseling Project.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 76

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Students, *Continuous Learning, *Educational Counseling, *Educational Guidance, Educational Needs, Post Secondary Education, Research Projects, *Student Needs, Vocational Interests

In order to determine the specific counseling needs of the adult learner, staff of the Adult Counseling Project began by conducting a literature search pertaining to the problems of returning students and those considering a return to school. The review revealed that little is known about the educational and vocational needs of the returning adult. A second phase of the Adult Counseling Project involved (1) a survey of students enrolled in postsecondary vocational institutions ranging in age from 21 to over 50, and (2) a survey of those considering a return to school who also ranged in age from 21 to over 50. This survey involved administering a questionnaire to 650 students enrolled in three VTAE (Vocational, Technical, and Adult Education) schools in Wisconsin--Green Bay, LaCrosse, and Milwaukee, and to 100 nonstudents in the communities. Both the literature review and the results of the survey suggest that adults returning to school have academic and guidance needs which are only gradually being recognized and met. In particular, effective career guidance and study skill programs need to be developed and implemented for older students, since the bulk of existing study skills programs and career guidance strategies appears to be geared to adolescents and very young adults. (WL)

(320)

ED 134 795

Bellenger, Joseph And Others

Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report.

Metropolitan Adult Education Program, San Jose, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 76
Grant—OEG-0-74-1722
Note—199p.; For a related document see CE 009 902
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Adult Programs, Career Education, Career Planning, *Ethnic Groups, *Females, Guidance Services, Individual Characteristics, *Minority Groups, National Surveys, *Needs Assessment, *Occupational Guidance, Program Descriptions, Program Development, Program Evaluation, Racial Differences, Surveys, Vocational Counseling, Working Women, Workshops
Identifiers—California (San Jose), *Project Careers

The project was developed to improve career guidance services for adults, particularly ethnic minorities and women. General objectives for the project were (1) to identify viable career guidance, counseling, placement, and followup approaches being used with adult populations, (2) to implement and field test two of these approaches and design prototype materials based on the identified models, and (3) to disseminate a catalog of viable adult career guidance approaches. One of the selected programs was offered in a San Jose, California, neighborhood with a high ethnic minority population. It was based on a program operating in Huntsville, Alabama, and consisted of a 5-week class on career decisionmaking. The second program, an 8-week career exploration workshop, focused on the special concerns of women and was based on a program developed at the University of Kansas. A kit, containing materials used during the implementation as well as the evaluation instruments, was prepared for each program. (These kits and evaluations are included in this final report.) Evaluation data revealed that the ethnic model (the first program) was successful in helping individuals who participated to reach program objectives, but attracted very few individuals. It was suggested that presentation and format of the program be revised if it is to be a transportable model. Evaluation of the women's program (the second program) was positive and the program was considered a viable, transportable adult career guidance program. (TA)

(321)

ED 136 044

Perrone, Philip And Others

Counseling Needs of Adult Students.

Wisconsin Univ., Madison.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No—19-025-151-226
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, Educational Needs, Educational Research, Information Needs, Post Secondary Education, Questionnaires, *Sex Differences, *Student Needs, *Vocational Counseling, *Vocational Education
Identifiers—Wisconsin

The purpose of the study was to identify the counseling needs of the adult student enrolled in vocational-technical schools, and specifically to identify the vocational, financial, educational, personal, and social concerns reported by students. A paper-and-pencil questionnaire was administered to a total of 1,817 subjects—1,514 full- or part-time students attending one of three area vocational-technical schools in Wisconsin during 1975-76, and 303 from the same three communities who were considering returning to school but were not enrolled at the time of the study. The particular schools were selected to insure representative sampling across size of institution, rural vs. urban setting, and area of the State. Results showed that sex, age, and full-time/part-time status all appear to be related to the type of concerns reported by students attending post-secondary vocational schools and that academic and vocational concerns appear to be predominant among students and nonstudents. Implications resulting from the findings were (1) the need for trial learning experiences (possibly minilabs) wherein the adult has an opportunity to perform the "typical" student behavior in a relatively low-risk supportive environment, (2) the need to provide vocational information in a manner more geared to adults rather than adolescents, and (3) the need to recognize and attend to the unique needs of full-time and part-time, male and female students of varying ages. (SH)

(322)

ED 136 886

Eyler, David R.

A Telephone Based Regional Adult Education Information Service.

Virginia Region 3 Adult Education Coordinating Committee, Weyers Cave.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date Mar 77
Note—40p.; Some appendices may be marginally legible due to print quality of the original
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, *College School Cooperation, *Community Information Services, *Educational Opportunities, Information Dissemination, Interinstitutional Cooperation, Junior Colleges, Program Evaluation, Publicize, Public Relations, *Regional Cooperation, Regional Programs

This report describes a cooperative project designed to inform area residents of available adult education opportunities and to establish a central information contact point. The regional Adult Education Coordinating Committee compiled a list of adult education courses and services offered by member institutions, devised newspaper and radio advertising, and established a central information service with an automatic telephone answering device. Queries received were answered by mail by the project staff. At the close of the project, 274 individuals had responded to the advertising and had requested further information concerning the adult education offerings within the region. A poll of those enrolled in adult education courses revealed that 26% were aware of the advertising and/or had called the adult education telephone number. It was noted that the project surpassed any previous regional efforts to conduct a broadly based public information effort, and that although the number of responses was less than had been desired, it was felt to have been successful as a public information effort. Appended are advertising scripts, response forms, and a financial statement of the project. (JDS)

(323)

ED 138 750

Heffernan, James M. And Others

Educational Brokering a New Service for Adult Learners.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date Jan 76
Note—93p.
Available from—National Center for Educational Brokering, 405 Oak Street, Syracuse, New York 13203 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Organization, *Adult Counseling, Adult Education, *Adult Students, Agency Role, Community Agencies (Public), *Counseling Services, *Educational Counseling, Evaluation Criteria, Evaluation Methods, Financial Support, Interinstitutional Cooperation, Outreach Programs, Personnel Policy, *Post Secondary Education, Private Agencies, Professional Personnel, Program Evaluation, Staff Role
Identifiers—*Educational Brokering, *Project Exchange

Educational brokerages are described in this monograph as intermediaries which help adult students find their way into and through the experience of postsecondary education. Examples given range from community-based, free-standing counseling and advocacy agencies to community colleges without faculty or campus. Each of the nine chapters asks and discusses a broad question related to setting up, maintaining, and evaluating an educational brokerage for adult learners. The questions are: What is educational brokering? How do we select our services? Whom do we serve? How do we staff our operations? How do we organize our operations? How do we relate to other institutions? How do we reach our clients? How do we make it financially? and How do we appraise our efforts? Two sections which appear in each chapter are "The Problems We Face" and "Our Reflections and Strategies." A list of participants in Project Exchange (a cooperative effort funded by the Department of Health, Education, and Welfare (DHEW) during which a number of educational brokerages shared the information which resulted in this monograph) is included in the introduction. An appendix suggests uses of the monograph and contains a directory of 18 brokering programs. (LMS)

(324)

ED 138 784

Thompson, Carmen Jensen, David

Community-Based Educational Counseling for Adults (CBECA).

Wisconsin Univ., Madison, Univ. Extension.
Pub Date Mar 77
Note—19p.; Pages 18-26, containing reproduced newspaper articles on adult education and counseling activities in the Wisconsin area, were copyrighted and therefore removed. They are not included in the pagination
Available from—Office of Student Services, 209 Extension Building, 432 North Lake Street, Madison, Wisconsin 53706
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Development, *Adult Education, Community Services, *Counselor Role, *Educational Counseling, Interagency Cooperation, *Interinstitutional Cooperation, Minority Groups, *Outreach Programs, Post Secondary Education, Program Descriptions, *Program Development
Identifiers—*Wisconsin

Community-Based Educational Counseling for Adults (CBECA) is a program operated through the University of Wisconsin--Extension. CBECA explores educational options and adjustments for returning adult students, intending to help them overcome personal barriers to continued education and to assist them in making the what, how, when, and where of educational choices. Counseling services are extended to three dissimilar regions of Wisconsin, covering over 100 communities in 32 counties. Counselors from minority groups (Black, American Indian, and Spanish American) focus on their respective communities. In this booklet, the description of the CBECA program focuses on the needs that are met through CBECA, CBECA objectives, concepts and components of the program (Counselors, Counseling the Whole Person, Student-Oriented Counseling, Referral and Followup, Community-Based Counseling, Noneducational Institution and Agency Involvement, Working Relationships with Campuses and Schools, Building an Information Resource Network, Publicity, and Administrative Support); implementation of CBECA in Wisconsin (Area Selection and Analysis of Needs and Resources, Fiscal Planning, Campus and School Relations, Staffing and Training, Sites, Schedules, and Community Awareness), results and benefits (Enrollments, Clientele Variation, Influence on Educational Programs and Procedures, Cooperation with Noneducational Agencies, and Flexibility and Objectivity), and future CBECA plans. (SH)

(325)

ED 142 904

Becker, Francoise M. Zarit, Steven H.

The Use of Older Volunteers as Peer-Counselors.

Pub Date [76]
Note—17p.; Paper presented at the Annual Meeting of the Gerontological Society (29th, New York, N.Y., October 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Counseling, *Empathy, *Listening Skills, Mental Health, *Older Adults, *Peer Counseling, Research Projects, Role Perception, *Self Concept, Senior Citizens, Social Attitudes, *Volunteer Training
Identifiers—*Carkhuff Training Model

While research usually emphasizes the decrements of older persons, increases in human relations skills may be among the observable gains of aging. The present study, conducted in the Counseling Center of the Andrus Gerontology Center, evaluates the potential of using older volunteers as peer counselors. Subjects were 11 persons

from a larger pool of older adult volunteers who were enrolled in a counselor training program. A control group of 11 other volunteers was chosen randomly from the remaining group. The experimental group received 10 training sessions in counseling skills based on Carkhuff's developmental model, with modifications to include information on the aging process. All Ss were evaluated prior to and following the training course in a mock interview. Responses were rated on the dimension of empathy, genuineness and non-possessive warmth, which have been found to be related to effective counseling. Results show that older adults can be trained in the kind of interpersonal skills needed for counseling, extending the previous data in the training of lay counselors into the training of older persons. (Author)

(326)

ED 143 332

Ironside, Diana J. Jacobs, Dorene E.

Trends in Counseling and Information Services for the Adult Learner.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 77

Note—105p.; Occasional papers 17

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6

Document Not Available from EDRS.

Descriptors—*Adult Counseling, Adult Education, Adult Programs, *Adult Students, Adult Vocational Education, *Annotated Bibliographies, *Counseling Services, Disadvantaged Groups, Educational Innovation, Experimental Programs, *Information Services, International Educational Exchange, Needs Assessment, Professional Continuing Education, *State of the Art Reviews

This review of the literature on the topic of counselling and information services for adult learners was commissioned by UNESCO in autumn 1974. Topics addressed include (1) social context of adult education in the 1970's, (2) need for services, (3) trends in counselling, (4) trends in information services, (5) services to women and the disadvantaged, and (6) innovations in the field. An extensive annotated bibliography covers the above topics as well as vocational and career counselling; services to families, single men, professionals, the aged, and handicapped; and nontraditional forms of learning. (STS)

(327)

ED 143 992

Arbeiter, Solomon And Others

Career Transitions: The Demand for Counseling. Volume 2.

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Dec 76

Contract—400-76-0002

Note—93p.; For related document see CG 011 897

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Counseling, *Career Change, Career Choice, *Career Planning, Counseling Services, Employment Opportunities, *Job Search Methods, *Occupational Guidance, Surveys, *Telephone Communication Systems, Vocational Counseling, Working Women

This is the report of a follow-up study of 400 randomly selected former clients of the Career Education Project (CEP). CEP was an innovative program, funded by NIE, which offered telephone counseling to home-based adults in Providence, Rhode Island. CEP attracted and served clients who were predominantly female, white, and 20-34 years old. They were most likely to be married with one or two children at home, with incomes of $5000-15,000, of varied educational attainment. The few males using the service were single, under 30, with incomes of less than $10,000 a year. CEP clients were overwhelmingly satisfied with the service they received, with their counselors, and with the telephone as a medium of communication. They felt the Project had helped them accomplish their goals, improve their situations, and develop more self-confidence. The type of counseling considered most valuable was in the area of self-evaluation, goal setting, and career decision making. About half the clients indicated they would be willing to pay for the services they had received, but only a few would agree to pay more than $25. (PFS)

(328)

ED 143 993

Arbeiter, Solomon And Others

Career Transitions: The Demand for Counseling. Volume 1.

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 76

Contract—400-76-0002

Note—73p.; For related document see CG 011 896

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Counseling, Career Change, *Career Choice, *Career Opportunities, *Career Planning, Counseling Services, Employment Opportunities, *Job Search Methods, *Occupational Guidance, Surveys, Vocational Counseling, Working Women

This is a report of a survey of the career guidance and counseling needs of 401 representative in-transition adults in the United States. None were full-time students, and all were either undergoing or anticipating job or career changes. The survey determined that 36% of the American population between the ages of 16 and 65 is in a career transition status, and these adults are predominantly female, white, between 26 and 39 years of age, and married with one to three children living at home. Adults in transition want career services of all types, but are most interested in specific information on jobs, careers, or educational opportunities. Of all adults, the least educated express the greatest interest in services and are willing to pay for them. The adults were asked to indicate their degree of interest in various types of services: information, counseling, guidance and training. Generally speaking, when given the choice as to what kind of help they wanted with a particular topic, adults preferred information to the other three services. (PFS)

(329)

ED 151 716

Lourie, Joan Mayo, Cynthia

Re-Entry: An Analysis of the Needs and Problems of the Returning College Student.

Pub Date 4 Aug 77

Note—92p.; Master's Thesis, University of North Carolina, Charlotte; Not available in paper copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Students, *Counseling Goals, Higher Education, *Nontraditional Students, Peer Counseling, Research Projects, *Sex Differences, *Student Needs, Student Problems

The major objective of this study was to determine the needs and problems experienced by re-entered college students (those 25 years and older). Although limited to one institution, the sample was substantial in size. A questionnaire survey, mailed to all 2,958 re-entered students, was designed to determine whether or not any patterns existed in students' expressed needs and problems based on differences in sex, age, and length of interruption in schooling. Major findings were that women expressed more difficulties and concerns, more desire for counseling services, and more desire for re-entry services than did men. Length of interruption was a factor; the longer a student was away from schooling, the more he/she expressed difficulties and concerns. Age did not influence desire for counseling. Results are reported in detail, and a sample questionnaire is included. (Author/LEB)

(330)

ED 156 305

Grafton, Clive L. Boland, Paul A.

Staff Development Needs Assessment Report of a Survey of Southern California Community College Counselors.

University of Southern California, Los Angeles.

Pub Date [78]

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Colleges, *Counselor Attitudes, Counselor Characteristics, *Counselors, Counselor Training, *Developmental Programs, Individual Development, Interinstitutional Cooperation, *Junior Colleges, *Needs Assessment, *Professional Continuing Education, Professional Education

During December 1977, 56 community college counselors, representing 21 institutions and attending the annual Counselor's Day program sponsored by the University of Southern California (USC) Office of Admissions, participated in a survey on their professional development needs. Of respondents, 31 were men and and 25 women; 46 held master's degrees and 9 doctorates. Approximately 57% had been in community colleges less than six years and held counseling positions for six years or less. In addition to counselor characteristics, the survey instrument elicited information on the most acceptable approaches to professional development, counselors' rankings of counseling and college course areas by importance to personal professional development needs, what development areas should be included in a possible "certificate" program; and additional course and program topics of interest. Results indicated counselors were particularly interested in short-term courses, weekend seminars, and degree programs to improve their competencies and provide needed information in areas such as vocational development, nontraditional students, counseling, student development, and evaluation techniques. Most counselors said they would select USC for professional development needs because of its curriculum, program, prestige, and faculty, but would be deterred largely by cost and distance from their campuses. (Author/TR)

(331)

EJ 160 267

Vocational Maturity in Mid-Career Super, Donald E., *Vocational Guidance Quarterly*, v25 n4, pp294-301, Jun 77

*Interest Tests, *Vocational Maturity, *Vocational Development, *Developmental Stages, *Adult Development, *Career Change, Models, Research Projects, Vocational Counseling, Career Planning

Developmental models of vocational maturity are discussed and a mid-career model is proposed, noting developmental problems. An inventory for heterogeneous adults is described and the results are summarized. (Author)

1800
Student Aid & Services

(332)

ED 126 356

Silvester, John M.

A Review of the Status of Supportive Services in Adult Basic Education. Human Renewal Services Demonstration Project (H-085) Interim Report.

Lewis and Clark Community Coll., Godfrey, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.

Report No—H-085

Pub Date Jun 76

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Basic Education, *Ancillary

Services, Counseling Services, Demonstration Programs, Interagency Cooperation, *Program Descriptions, Program Evaluation, *School Holding Power, School Orientation, Student Evaluation, Student Placement, *Student Recruitment

The paper is intended to meet the Human Renewal Service demonstration project objective: to review the status of supportive services of adult basic education programs, focusing on how exemplary services were developed, implemented, and evaluated. The first of three major sections looks at what constitutes supportive services and why they are needed. Section 2 provides an overview of current supportive services. These services are placed in two main categories (1) recruitment and (2) retention and followup practices. The techniques utilized in recruitment by means of media, personal contact, and interagency cooperation are explored. The need for supportive services emphasizing student retention and attempts to meet nonacademic needs through orientation programs, student assessment, guidance and counseling, and referral services are discussed. Section 3 reviews three programs providing supportive services of an exemplary nature: (1) an aural-visual recruitment model; (2) recruitment, retention, and followup services provided by counselor-aides; and (3) the White Plains ABE supportive service system. A summary of the entire report and concluding remarks are presented. The report also contains a list of 20 references. Appended are a 57-item selected bibliography of reviewed programs of supportive services and a counselor-aide inservice training evaluation form. (Author/MS)

(333)

ED 134 117

Agor, Weston H.

Planning and Coordination of Collegiate Off-Campus Services in Michigan.

Michigan State Dept. of Education, Lansing. Higher Education Management Services.

Pub Date Oct 75

Note—34p.

Available from—Higher Education Management Services, Michigan Department of Education, Lansing, Michigan 48902

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Consortia, Cooperative Programs, Educational Coordination, *Educational Needs, *Educational Supply, *Extension Education, *External Degree Programs, Interinstitutional Cooperation, Regional Planning, *Statewide Planning, University Extension

Identifiers—*Michigan, Michigan Council of State College Presidents, Michigan Department of Education

Existing data indicate that there is a serious gap between the statewide needs and demands of Michigan citizens for off-campus instructional services and the present pattern of services being provided by Michigan colleges and universities. It is also apparent that there is a need for more complete information on existing programs and about the mechanisms of lateral coordination for providing services. It appears that there is no empirical justification for the state legislature's present policy of not funding off- versus on-campus programs or noncredit versus credit courses. While it would appear that the most economical and efficient mechanism for meeting statewide needs and demands of all Michigan citizens for off-campus services might be the creation of an external degree program under the direction of the State Department of Education, the effective implementation of such a program depends on the cooperation of the state's higher education institutions. Michigan Council of State College Presidents members have indicated a preference for coordinating off-campus services through the creation of regional consortia among public and private institutions. Feasibility studies of the regional consortia approach, development of an external degree program, and alternatives for funding off-campus credit courses are recommended. (Author/MSE)

(334)

ED 138 299

Access to Knowledge. Volume 1. Preliminary Report of the Florida Commission on Educational Outreach and Service.

Florida Commission on Educational Outreach and Service, Tallahassee.

Spons Agency—State Univ. System of Florida, Tallahassee.

Pub Date 21 Jul 76

Note—190p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education, Community Colleges, Demography, Educational Finance, Grants, *Outreach Programs, *Post Secondary Education, Surveys, Universities

Identifiers—Florida

Goals and objectives of a special commission on Educational Outreach and Services, in January 1975, were to assess Florida citizens' needs for educational outreach, to inventory existing outreach efforts, to determine outreach roles of various post-secondary institutions, to suggest improvements for the delivery of outreach, and to develop a plan for continued reassessment. Volume I of their report describes the problem and the charge received by the Commission. In addition, the report deals with: (1) the broad dimensions of educational outreach--its activities, scope, executors and guiding principles; (2) a demographic profile of the State of Florida and the status of educational outreach in the state; (3) reducing such barriers as cost; (4) the Commission's data collection efforts, including surveys, interviews with organizational leaders, and an extensive review of the literature on educational outreach; (5) recommendations for improving access by establishing commitment and direction, enhancing instructional responsiveness, and developing new structures and systems. (Author/AP)

(335)

ED 153 158

Fauquet, Tom

Report of Results of a Questionnaire on Student Development Services for Older Students in Florida's Community Colleges.

Pub Date [77]

Note—7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education Programs, *Adult Students, College Admission, *Community Colleges, *Delivery Systems, Financial Policy, Higher Education, *Nontraditional Students, Research Projects, Student Development, *Student Personnel Services

Identifiers—*Florida

This study was an attempt to assess the general state of delivery of student development services to students 35 years old and older in Florida's community colleges. Its purpose was to locate areas of needed improvement, to identify innovative programs, and to provide an opportunity for thinking about this increasingly important area of community service. A questionnaire was sent to 40 chief student development officers during May 1977. The most significant result of this study was the percent (84%) of questionnaires returned, indicating that the student development officers in Florida are highly interested in serving older students. The 12 areas covered included admissions, course accessibility, finance, counseling, and food service. Current special efforts being made by student development staffs were also covered. It was concluded that the elements of an ideal student development program for older students are present in the Florida Community College System, though not all at one college. It was found, by rank order correlation coefficient, that the larger colleges were more likely than smaller ones to offer services for this population. In addition, the study indicated many areas of possible improvement. (Author)

(336)

EJ 180 897

Needs Assessment and Adult Student Services DiSilvestro, Frank. *Lifelong Learning: The Adult Years*, v1 n8, pp4-6,30, Apr 78

*Adult Students, *Needs Assessment, *Student Needs, *Student Personnel Services, Educational Needs, Ancillary Services, Program Planning, Student Problems, Adult Counseling, Adult Development

The performance of a needs assessment is an important step in developing adult student services. Presents evidence supporting the importance of a needs assessment and examples of needs identified in the past. Discusses a three-step approach to performing a needs assessment and drawbacks associated with the process. (EM)

1850 Administration

(337)

ED 150 414

Lamoureux, Marvin E.

Course Length Versus Course Price: Marketing Factors in Program Planning.

Pub Date 31 Oct 77

Note—42p.; Paper presented at the 1977 National Adult Continuing Education Conference (Detroit, Michigan, October 31, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, Case Studies (Education), Conceptual Schemes, Decision Making, Economic Research, Educational Planning, Enrollment Influences, Fundamental Concepts, Management, Management Systems, *Marketing, Program Administration, *Program Costs, *Program Length, *Program Planning, Student Recruitment

Identifiers—Canada

Recent program planning literature involving adult education has attempted to draw upon techniques from marketing management. Most of the literature has, however, not explored the relationship between adult education program decision needs and fundamental marketing concepts. Adult educators and marketing managers are conducting similar daily functions in institutional settings constituting a more comparative than contrasting framework. This convergence is derived from two major marketing discipline concepts, the marketing concept (philosophical in orientation) and the marketing mix (operational in orientation). The marketing concept centers on meeting consumer demands while marketing mix gives a management decision framework to handle four core marketing decisions. These marketing decisions are (1) what products or services (courses) to develop and present to the potential participant, (2) what price structure to use for the courses, (3) where the courses should be distributed, and (4) what promotional methods would be most effective in attracting participants. A case study of the University of British Columbia Center for Continuing Education was done to analyze the relevance of marketing concepts in conjunction with two adult education program planning concerns, course length and pricing (correlate with the first two of the aforementioned core marketing decisions). It was found that at this institution the course length and not the course cost was the major factor affecting participant enrollment. (EM)

1890 Relations with Governing, Advisory Clientele Groups

(338)

ED 124 260

Gallon, Dennis P. Wattenbarger, James L.

District Coordinating Councils for Vocational-Technical and Adult Education: Guidelines for Implementation.

Florida Univ., Gainesville. Inst. of Higher Education.

Spons Agency—Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Jan 76

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Evaluation, *Administrator Guides, Adult Education, Advisory

Committees, *Articulation (Program), Community Colleges, Community Service Programs, *Educational Coordination, Educational Planning, *Junior Colleges, State Legislation, Vocational Education

Identifiers—*Florida

By Florida law, coordinating councils in all 28 community college districts have been established to coordinate and articulate vocational-technical education, adult general education, and community instructional service programs between the community colleges and secondary schools. These councils are charged with reviewing existing programs and with making recommendations to encourage the development of needed offerings and/or the alteration of duplicated offerings. In order to determine which councils were most effective in carrying out their mandated functions, council meeting minutes were studied, a questionnaire was mailed to all 190 members of the 20 active coordinating councils in 1974-75 (the 144 responses represent a 76 percent response rate), and personal interviews were conducted with the chairmen of community college boards of trustees and school boards. Specifically investigated were: (1) the nature of council goals; (2) the operating procedures; and (3) the behavior and qualifications of council members. In spite of a general agreement as to the potential impact of the councils, most of the existing councils were considered ineffective in carrying out their mandated functions. In order to improve council effectiveness, a list of guidelines is compiled in this document for adopting and implementing effective council procedures and practices. (NHM)

1900
Credit—Academic & C.E.U.

(339)

ED 126 292

Veri, Clive C.

The State-of-the-Art of the Continuing Education Unit in Illinois.

Northern Illinois Univ., De Kalb. Coll. of Continuing Education.

Pub Date 20 Nov 75

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Continuing Education Units, *Noncredit Courses, *Post Secondary Education, Questionnaires, State of the Art Reviews, *State Surveys

Identifiers—*Illinois

The Continuing Education Unit (CEU) in postsecondary education seeks to provide continuing education learners with a permanent record of participation in non-credit learning activities. A CEU survey was conducted in Illinois during 1975. The survey was distributed to all postsecondary institutions in the State and to those professions whose members are licensed by the Illinois Department of Registration and Education. Data were obtained from 106 colleges and universities and 36 profesional associations. The findings of the study are briefly summarized. The major portion of the document contains appended materials, which include the 14-item survey instrument, item-by-item tabulations of responses, comments from respondents on the CEU survey, a summary of the survey results which was sent to respondents, and a list of institutions and associations which currently award the CEU. (Author/EC)

(340)

ED 127 424

Glancy, Keith E.

1975 Status Report on the Continuing Education Unit. Survey Summary.

Pub Date Jan 76

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Policy, *Adult Education, Colleges, *Continuing Education Units, Credits, National Surveys, *School Surveys, Universities, *University Extension

Identifiers—ACHE, Association for Continuing Higher Education, National University Extension Association, NUEA, United States

Questionnaires on the Continuing Education Unit (CEU) were sent to representatives of all the member institutions of the National University Extension Association (NUEA) and the Association for Continuing Higher Education (ACHE). From the 359 questionnaires distributed, responses were received from 216 institutions or branch campuses, a 60% return. Of these, 160 were from universities, 38 from colleges, and the remaining 18 from community colleges. Responses came from institutions in 47 states and the District of Columbia. Findings revealed that of those responding, 101, or 47%, already had adopted the CEU. The author assumes that over half of the institutions will be using the CEU during the 1975-76 academic year. Of those institutions located within the states included in the Southern Association of Colleges and Schools, 86% have adopted the CEU. The summary of this report indicates that a steady increase in the adoption and use of the CEU by the member institutions of NUEA and ACHE can be readily documented by the responses to the questionnaire. While a projection of this trend would lead to the conclusion that nearly all institutions would be using the CEU within another five years, it must be noted that the institutions surveyed are those having significant continuing education or evening class programs and having full-time continuing education administrators. Thirty-four selected references on the CEU are included, and institutions awarding CEUs are listed. (WL)

(341)

ED 130 691

Saegmiller, Jesse F.

The C. E. U. Curriculum: How Can It Fulfill the Needs of Students and Community?

College of Eastern Utah, Price.

Pub Date Sep 76

Note—13p.; The appendix, which identifies survey respondents, has been deleted from the document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Surveys, *Educational Interest, Educational Needs, Evening Classes, *Evening Programs, Institutional Research, *Junior Colleges, *Needs Assessment, Student Needs

Identifiers—College of Eastern Utah

This document reports the results of a study conducted by the College of Eastern Utah (CEU) to determine the educational needs and desires of persons within its service area. Data used in this study were obtained by surveying 175 CEU students, 112 area educators, 131 area businesses, and 253 members of the general public. Results indicated that: (1) more than 36% of the general public were interested in taking courses or in a program of study; (2) nearly 40% of the public interested in classes would prefer evening offerings; (3) over 50% of the CEU students were interested in evening classes; (4) over 50% of the businesses interviewed were either involved in employee training or would like their employees trained; (5) area businesses and educators were interested primarily in evening classes; and (6) the greatest interest was in the areas of the humanities and the applied sciences, while the least interest was in the areas of physical education, science and math. Recommendations include the planning and implementation of evening classes, initially on a small level, and vigorous recruiting efforts to ensure appropriate enrollments for evening programs. (JDS)

(342)

ED 148 838

Reilly, Richard R. And Others

Expert Assessment of Experiential Learning--A CAEL Handbook.

Cooperative Assessment of Experiential Learning Project, Princeton, N.J.

Spons Agency—Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date 77

Note—100p.; Contains occasional small print

Available from—Cooperative Assessment of Experiential Learning, American City Building, Suite 403, Columbia, Maryland 21044 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Bias, College Students, Essays, *Evaluation Criteria, *Evaluation Methods, *Evaluators, *Guidelines, Higher Education, Informal Assessment, Interviews, *Learning Experience, Performance Tests, Reliability, Standards, *Student Evaluation, Validity, Work Experience, Writing Skills

Identifiers—*Experiential Learning, Portfolios

Principles and guidelines for the use of expert judgment of experiential learning are outlined. The report deals with a number of basic issues that apply to expert judgment, such as the role of the evaluator in defining criteria, and structuring the assessment procedure so that it will be reliable and valid. The importance of establishing objectively defined standards is stressed. Four methods of assessment are described: interviews, assessment of student products, performance tests, and assessment of written materials. A number of suggestions for the improvement of assessment and a discussion of problems to avoid are included. (Author/MV)

(343)

ED 148 846

Lewis, Robert

The Use of Expert Judgment in the Assessment of Demonstrated Learning in the Antioch College-Yellow Springs Adult Degree Completion Program. CAEL Institutional Report No. 1. Antioch College.

Cooperative Assessment of Experiential Learning Project, Princeton, N.J.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Sep 75

Note—81p.

Available from—Cooperative Assessment of Experiential Learning, American City Building, Suite 403, Columbia, Maryland 21044 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Case Studies (Education), College Credits, College Students, Educational Policy, Evaluation Criteria, *Evaluation Methods, Evaluators, Guidelines, Higher Education, Individualized Curriculum, Informal Assessment, Interviews, *Knowledge Level, Learning Experience, *Special Degree Programs, *Standards, Student Application, *Student Evaluation, Work Experience

Identifiers—*Adult Degree Completion Program, Antioch College OH, Experiential Learning, Performance Based Certification

The implementation of the Adult Degree Completion Program (ADCP) at Antioch-Yellow Springs is described. The ADCP is a transfer program designed to enable adults who have never finished colege to complete their undergraduate degree work, often without having to abandon their obligations to families or to professions. To enroll in the program, applicants must: be at least 25 years old, have spent at least two years as homemakers, employees, or community service volunteers, have successfully completed at least one year of college, and have not attended college in the past two years. Eight case studies illustrate the evaluation criteria used by Antioch College faculty evaluators to determine the amount of equivalent college credit earned. Concerns expressed by faculty members regarding this evaluation include: (1) the need for supporting materials from students, (2) the amount of faculty contact necessary for effective evaluation, and (3) the need for clear communication with students regarding their demonstrated learning. Forms used for crediting demonstrated learning and for documenting agreements regarding degree requirements are appended. (MV)

(344)

ED 148 848

Forrest, Aubrey

Assessing Prior Learning--A CAEL Student Guide.

Cooperative Assessment of Experiential Learning, Columbia, Md.

Spons Agency—Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date 77

Note—113p.; May not reproduce well due to marginal legibility of original document, for related document, see TM 006 730

Available from—Cooperative Assessment of Experiential Learning, American City Building, Suite 403, Columbia, Maryland 21044 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Case Studies, *College Credits, *College Students, Credentials, Educa-

tional Background, Educational Objectives, Evaluation Methods, *Guides, Higher Education, Informal Assessment, *Knowledge Level, Post Secondary Education, *Self Evaluation, Special Degree Programs, Student Application, Student Evaluation, Work Experience

Identifiers—*Experiential Learning, Performance Based Certification, *Portfolios

This student guide is directed at the adult student who petitions for college credits based on prior experiential learning. It will assist such academic disciplines. Emphasis is also given to the characteristics, application, and implications of the standards used in the assessment of student learning. (Author/MV)

2210 Community Education and Development

(345)

ED 117 446

Bedggood, Richard, Ed.

Surveying for Community Education. Seminar Papers, June 28 and July 26, 1975.

Auckland Univ. (New Zealand). Centre for Continuing Education.; New Zealand Association for Community Education, Auckland.

Pub Date 75

Note—91p.; Not available in hard copy due to poor reproducibility; Papers presented to the second seminar of the New Zealand Association for Community Education

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Community Education, *Community Surveys, *Educational Needs, Foreign Countries, *Needs Assessment, Questionnaires, Role Perception, School Role, *School Surveys, Seminars, Tables (Data)

Identifiers—New Zealand

The nine seminar papers present discussion and methodology related to surveying for community education. The introductory paper, Initiating Community Education-Who Does It and How, examines local, governmental, nongovernmental, and individual roles in supporting community education. Methodological Considerations in Community Surveys discusses community survey design and data analysis. Another paper provides a listing of selected references related to the structure, formation, and analysis of sociological surveys. Surveying for University Community Education is a comparison of two continuing education surveys conducted at Auckland University in 1945 and 1951. The Assessment of Community Education Needs: the Masterton Study examines the effects of social background factors on the development of adolescents as a base for possible community programs. Surveying the High School Community and The Primary School Survey describe a questionnaire survey related to increased use of secondary school facilities for out-of-school classes. Other papers, which clarify school role within the total framework of community education are The Intermediate School Model in Community Education and Surveying a Community's Needs for Early Childhood Education Services. (EA)

(346)

ED 131 215

Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.

Wisconsin State Dept. of Public Instruction, Madison

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Community Education, *Community Programs, *Community Schools, *Program Effectiveness, Program Evaluation, Rural Areas, *State Programs, Success Factors, Urban Areas

Identifiers—*Exemplary Community Education Programs, *Michigan

A 55-item questionnaire was distributed to all of the Community School Programs in Michigan which were partially reimbursed by the State in 1975-76. Ninety-eight percent of the questionnaires were returned. Thirteen components existed in over 90% of the programs and are considered to be necessary for a viable Community School Program. The results of the study indicate that the necessary components for all Community Programs are (1) the Board supports community education by opening the school building, (2) the program attracts most segments of the community, (3) program activities are started as soon as possible after needs have been identified, (4) an advisory committee is formed which helps to determine needs, establish goals, and identify community resource, (5) the director regularly attends inservice, (6) the program establishes cooperative efforts with governmental agencies, volunteer and civic service organizations, and other educational institutions, (7) the program has activities in the summer, and (8) evaluation of the program is based to some extent on the data collected on participants. In addition, components which differentiate successful from unsuccessful programs were identified for programs located in rural areas, in urban areas, in existence for three to six years, and in existance for over six years. These components are listed in the report along with recommendations for further research in community education, recommendations for community education programs, and recommendations for the State Department of Education. Appended to the report are (1) prediction models for all programs, for those grouped urban-rural, and for those grouped on length of program and (2) the questionnaire used to gather data. (Author/JT)

(347)

ED 131 893

Community Education: Final Report. A Position Paper Presented to the State Board for Community College Education.

Washington State Board for Community Coll. Education, Olympia. Advisory Council on Community Coll. Planning.

Pub Date 29 Nov 76

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Education, Community Schools, Community Services, Educational Finance, Extension Education, *Institutional Role, Interagency Cooperation, *Interinstitutional Cooperation, *Junior Colleges, *School Community Relationship, Statewide Planning

Identifiers—Washington

A conceptual basis within which all sponsors of community and continuing education can cooperate is proposed in this paper. Such cooperative agencies would include community colleges, school districts, community park and recreation departments, YWCA's, YMCA's, public and private four-year institutions, vocational-technical institutes, and all other sponsors of community education. Definitions of such terms as community education, continuing education, extension, community service courses, and community schools are included. The historical perspective and contemporary demand for community education are discussed. The roles of the various sponsors of community education are outlined with gaps and overlaps in service delivery identified. Funding practices are also reviewed. The final section of this document includes numerous recommendations as to the role of the community college in the delivery of community education programs. The need for cooperative effort with other community education related agencies is particularly stressed. (Author/JDS)

(348)

ED 132 860

Olsen, Marvin E.

Evaluation of the First Year of "Educational Services for Citizens Involved with Land Use" Conducted by the Center for Community Organization and Area Development.

Augustana Coll., Sioux Falls, S. Dak. Center for Community Organization and Area Development.

Pub Date Jul 76

Note—16p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Citizen Participation, *Community Information Services, Educational Programs, Information Systems, *Land Use, Local Government, Local Issues, Post Secondary Education, Program Evaluation, *Public Officials, *Public Policy

Identifiers—South Dakota (Sioux Falls)

An assessment is made of the effectiveness of the first year of a delivery system of educational services for citizens involved with the issue of land use in Sioux Falls, South Dakota. One objective, to establish an overall educational program, was successful in that an accepted, dynamic organizational structure was created. A unified and coordinated program dealing with land use issues was not satisfactorily developed. Most successful among the efforts to develop a variety of educational services were "enablers"--individuals working in their local areas on local problems on a face-to-face basis. Other efforts included county forums on land use issues; "fast forum" opinionnaires; radio and television messages; and construction of a computer file of all individuals, organizations, and public officials in the area who are concerned with land use issues. An objective to facilitate citizen efforts to influence public officials and decision makers has not yet been successful. Once citizens become fully informed and adequately organized, it should be possible for them to exert significant influence. Recommendations for the program include unifying a focus on land issues, modifying enabler training programs, quickly producing a tangible outcome from group discussions, and developing a conceptual model and action plan for exerting influence on public decision making. (AV)

(349)

ED 133 901

Miller, Brian

A Project to Assess Needed Competencies in Community Education.

Pub Date Feb 77

Note—9p.

Journal Cit—CCBC Notebook; v6 n2 pp6-13 Feb 1977

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Community Education, Community School Directors, *Educational Administration, *Educational Assessment, Elementary Secondary Education, *Skills

The intent of the project described in this article is to assess needed competencies in developing and administering community education programs. The primary goal of the project is to determine the specific skills and related competencies needed by administrators of community education programs. Sixty-eigh. Arizona administrators, including community school directors, school district superintendents, building principals, and district community education coordinators, are participating in the assessment project, which will be completed in the late spring, 1977. The final results should indicate which

skills and competencies are given high or low priority in ideal terms, as well as which ones in practice are considered important or unimportant. The results should be of use in program evaluation, certification, and preservice and inservice training. This article also lists the elements and components of a fully implemented community education program. (Author/DS)

(350)

ED 137 248

Walker, John E. Almon, Martha

An Investigation of Teacher Attitudes Towards Community Education Concepts.

Pub Date [77]

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Community Education, *Questionnaires, *Teacher Attitudes

Information concerning teachers' attitudes toward community education was gathered from a group of teachers who had completed community education courses and was compared to information gathered from a group of teachers who had never taken such courses. The two groups were divided into three age classifications, three teaching experience levels, and according to whether or not a community education program existed at their school. A questionnaire of 26 statements soliciting a response indicating level of agreement or disagreement with the statement was administered to all members of both groups. Analysis of the data revealed that: (1) teachers who have had community education courses support the community education concept more favorably than teachers who have not; (2) as a group, younger teachers are less favorable than teachers over 36 years of age; (3) teachers with four to ten years of teaching experience were less favorable than those with more than ten years; and (4) teachers whose schools had no community education programs were less favorable than those whose schools had such programs. The questionnaire used in the investigation is appended. (MM)

(351)

ED 140 849

Miller, W. Tom

Seattle Community Learning Center Demonstration Project. Final Report.

Washington State Library, Olympia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Grant—OEG-0-72-1477

Note—110p.; Some pages may be marginally legible due to print quality of the original document

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education Programs, *Community Information Services, Community Involvement, Extension Education, *Outreach Programs, Program Development, *Resource Centers, Summative Evaluation

This is the final report of the Seattle Community Learning Center. The objectives of the project were to extend education and social outreach to members of the community not presently served in adult basic education, occupational skills, childcare, health assistance, family counseling, recreation, and social service referral. The project involved a joint venture in community and governmental participation to provide services and activities for the benefit of the total community. The report summarizes the project activities including progress in project design and development, community involvement, educational and social service concepts and the development of library and informational resources, technological systems concepts and governance considerations. Projected operational requirements showing estimated costs and implementation funding sources are included, as well as recommendations for project continuance or similar planning projects. (Author)

(352)

ED 148 377

Project REACH. Final Report.

Dayton-Miami Valley Consortium, Dayton, Ohio.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 76

Note—63p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Learning, *Cable Television, Community Education, *Community Involvement, Consortia, Course Evaluation, Educational Coordination, *Educational Television, Instructional Design, Instructional Materials, *Post Secondary Education, Programing (Broadcast), Publicize, *Workshops

The purpose of this project was to plan and implement an educational delivery system capable of reaching an entire community and willing to respond to its specific educational needs. Participating institutions included the members of the consortium and cable television and newspaper resources. The general goals of the project were (1) to attract and hold adult learners in the target community; (2) to improve the quality and diversity of educational programs offered to residents of the target communities; (3) to improve the availability of postsecondary education course offerings and promote the active participation of community residents; and (4) to reduce costs of educational offerings and become financially self sufficient. Staff included course development consultants, projection staff, and marketing personnel. Although not everything projected was accomplished, some success in each of the major goals is noted. The appendix includes sections on course selection and development, handbook for prospective REACH course managers, REACH production process, marketing strategy, surveys, course inventory, cable television, and an outreach model. (VT)

(353)

ED 150 221

Patten, W. George

Community Education Should Be Viewed Within the Context of Community Development: Enhancing Education for the World of Work.

Pub Date Nov 77

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—City Problems, Community Action, *Community Development, *Community Education, Community Involvement, *Community Planning, Community Role, Program Content, Program Descriptions, *Program Improvement, *Program Planning

Identifiers—*Community Education Act, *Elementary Secondary Education Act Title IV

Although progress has been made in the past decade in dealing with social and economic problems, there are still problems that need to be addressed. These include the need to revitalize decayed urban areas, and to develop human resources in these areas. This paper suggests that a comprehensive community education approach may be part of the answer, promoting citizen involvement and local leadership at the community level. It is suggested that community education be extended to nontraditional community based educational organizations and agencies and that a diligent effort should be made to establish firm linkages affecting processes and programs. The present provisions for community education are also seen as weak. A major point of this paper is that community education should promote citizen participation and local leadership, and should be carefully and purposely planned in terms of short and long term objectives. (Author/AM)

(354)

ED 151 988

Elsbree, Katie And Others

The Grass Roots Alternative: A Citizens' Approach to Community Education.

San Diego County Dept. of Education, Calif. Center for Community Education.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date Nov 77

Note—85p.; Document may be of marginal legibility due to size of type

Available from—Wayne Robbins, Project Director, Center for Community Education, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111 ($3.95; make check payable to the California Community Education Association)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, Community Action, *Community Education, *Community Involvement, Community School Directors, *Community Schools, Elementary Education, Needs Assessment, *Program Descriptions, *Program Development, Program Evaluation, *School Community Relationship

The genesis of the Ocean Beach, California, Community School is described in this volume by three of the participants in its formation. A grassroots effort, the school was started amidst a certain degree of controversy and resistance from already established community organizations. The authors describe the processes they went through to gather broader support for the idea, to assess community needs, to form and work with a community education advisory council, to put together an educational program, and to evaluate the community school. One chapter, written by the community school director, describes the political and interpersonal problems that had to be resolved to get the program running smoothly. (DS)

(355)

ED 152 990

Forest, Laverne B.

Community Leaders' Commitments to Programs: Do They Change During a Program?

Wisconsin Univ., Madison.

Spons Agency—Extension Service (DOA), Washington, D.C.

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education Programs, *Community Education, *Community Leaders, Community Support, Conceptual Schemes, *Educational Attitudes, Educational Interest, Educational Objectives, *Models, *Predictive Measurement, Predictor Variables, *Program Development, Program Planning

To further develop a previously tested commitment analysis model for analyzing the commitments of local leaders to community education programs, telephone interviews were conducted of 272 leaders (255 men and 17 women) in a rural Wisconsin county of 30,000. The interview questions focused on their commitments to program goals in the latter programming stages of educational offerings on community land use planning, industrial development, and recreational development. The results showed that the model is not only useful for analyzing new educational situations but with some revisions is a viable model for continually guiding the analysis of educational situations. In the revised model, the behavioral commitment of community leaders toward program goals will be different at different stages of programming. Though previous research has shown static personal possession type commitments (e.g., income, education, and property investment of leaders) as more reliable predictors in early programming stages, these results indicate that the more dynamic behavioral commitments (e.g., earliness of involvement, hours involved in programs, and amount of perceived contact) are stronger predictors in latter stages of programming. These findings suggest that adult educators must continually observe and analyze the situation throughout a community educational program to be fully aware of existing needs, possible barriers, and/or ways to facilitate the program. (EM)

(356)

ED 154 134

Wright, Joan

Human Service Planning as a Collective Adult Learning Experience.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHEW), Washington, D.C.

Pub Date Apr 78

Contract—HEW-100-76-0163

Note—18p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Agencies, *Administrative Organization, Adult Education, *Adult Learning, Case Studies, Community Agencies (Public), *Community Study, *Human Services, Interagency Coordination, Needs Assessment, Policy Formation, Program Planning, State Agencies, *Statewide Planning

Identifiers—Illinois, Kentucky, Massachusetts

Based on a study by the Department of Community Service Education, Cornell University, to evaluate human service planning (HSP) nationwide, this paper discusses the premises that HSP may be defined as community learning and that the community (according to the Robert Boyd and Jerold Apps model for adult education) is both a beneficiary of and participant in such

learning. The function of HSP as stated here is to assist decision-makers responsible for acting in the public interest to perceive and evaluate decision alternatives, i.e., to learn. As illustrations of different learning strategies, the organization of human services planning in three states is examined: Illinois' independent agencies, each of which does its own planning; Kentucky's integrated umbrella agency; and Massachusetts' coordination of agencies under a secretariat. The limitations and advantages of each strategy are discussed as well as the distribution of learning duties within the organizations. To assess the extent, duration, and applicability of community learning, it is suggested that tangible evidence (such as (1) decisions and plans, (2) changes in services offered, (3) increased predictability in outcomes, (4) greater interagency coordination, (5) improved ratio of benefits to costs, and (6) broader acceptance of involvement in HSP) be analyzed. (EG)

(357)

ED 156 226

Gollattscheck, James F.

Community-Based Education: A New Direction for Community Colleges.

Pub Date 16 Aug 77

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Role, Community Colleges, *Community Education, *Continuous Learning, *Educational Assessment, Educational Change, Educational Needs, Instructional Innovation, *Junior Colleges, Performance Based Education, *School Community Cooperation

Identifiers—Community Based Education

Community-based education is a concept of rapidly increasing interest and importance to community college educators, finding its way more and more frequently into literature and discussions, yet it is a concept more talked and written about than practiced. A basic reason for the gap between theory and practice is that few institutions have completely thought through and developed an adequate working definition of community-based education. Most colleges have been unwilling to completely rethink their views of postsecondary education. In order to succeed, community-based colleges must give the highest priority to providing for the continuous renewal of the communities they serve through attending to the lifelong learning needs of all community residents. Because of their great diversity, it is impossible to describe all community-based colleges' activities and programs; however, there are common characteristics. Community-based education should be founded on carefully documented needs of individuals, groups, and community institutions; should work with all community components in planning, conducting, and evaluating activities and programs; should be accessible to all community residents; should provide needed competencies and skills for those unserved by traditional credits and degrees; and should willingly adapt instructional methods to the needs of the great diversity of learners. (TR)

(358)

ED 156 296

Lombardi, John

Community Education: Threat to College Status? Topical Paper Number 68.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 78

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, College Credits, *College Role, Community Colleges, *Community Education, Community Services, Credit Courses, Delivery Systems, Enrollment Trends, Financial Support, *Junior Colleges, Nontraditional Students, Outreach Programs, School Community Cooperation

This paper addresses the problems surrounding adult basic education, adult education, continuing education, and community services. It begins by attempting to sort out the often confusing and overlapping use of these designations by community college educators; and then presents a picture of popular community college activities. The functions, activities, and services covered by the term "community education" may be offered as degree-college-credit, non-degree-college-credit, non-college-credit, and noncredit; and as individual nonclass events varying in length. The activities may be college- or community-sponsored or may be jointly sponsored by a college and a public agency or private group. In addition, they can be held on- or off-campus, in classrooms and through media. Students and participants generally fall under the nontraditional student heading. Headcount enrollments in community education courses are usually far larger than enrollments in the degree-oriented occupational and transfer courses. The priority for state and local funding for community college courses, programs, and activities has been and will likely continue to be for credit, degree-oriented courses. Hence, there is a current trend toward making adult and continuing education, and community service activities self-supporting. (TR)

(359)

ED 157 580

Scigliano, Virginia S. And Others

A Close Encounter: A Report of a National Charette on Community Colleges and Community Schools.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Jul 78

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Colleges, *Community Education, Community Services, *Cooperative Planning, Delivery Systems, Educational Needs, Educational Problems, Guidelines, Interinstitutional Cooperation, *Junior Colleges, *Models, Needs Assessment, *School Community Cooperation

Identifiers—*Charettes

This monograph discusses a model, developed by conference participants using the Charette process, for facilitating the delivery of human services through the cooperative partnership of community schools, colleges, and agencies. The model is based on the premise that limited community resources require elimination of competitive systems, duplication of effort, and disorganized delivery systems in order to better provide for clients and make human services accessible and their delivery effective. Cooperative comprehensive planning would assure maximum utilization and accessibility of common resources. The model calls for identification of services through needs assessment, improved communication among institutions, agencies and community members, improved selection procedures and pre- and in-service training programs for education personnel, and development of a system for monitoring, evaluating, and improving services. The model also reviews the educational programs, facilities, services, and service populations that reflect the scope of the cooperative program, as well as a seven-step process for promoting cooperative administration efforts. Barriers to full implementation of a community education program and strategies for overcoming these barriers are suggested. (TR)

(360)

EJ 154 575

A Community Adult Education Service Stewart, Brian, *Adult Education*, v49 n2, pp69-74, Jul 76

*Adult Education, *Community Services, *Community Development, *Community Education, *Educational Needs, Community Programs, Community, Community Involvement, Definitions

Article discusses the importance of the democratic process of involving people in thinking and making decisions about and in planning and playing an active part in the development and operation of services that affect their daily lives; and the value for personal fulfillment of belonging in groups. (WL)

(361)

EJ 157 978

Continuing Education: From Smooth Rock Falls to Opasatika Duhamel, Donald J.; And Others, *Journal of Educational Thought*, v10 n3, pp207-13, Dec 76

*Community Education, *Educational Philosophy, *Program Descriptions, *Community Involvement, *Adult Education, Tables (Data), Program Evaluation, Boards Of Education, Educational Benefits, Futures (Of Society)

Describes a community education project in a sparsely settled area of Northern Ontario--its history and significant growth including the reasons why such growth occurred. Points out certain benefits that can accrue to the sponsoring agencies involved in community education and indicates in what directions the particular program which they have studied is heading. (Editor/RK)

(362)

EJ 182 890

Community Education: Further Implications for Tomorrow Smith, Clyde R., *Journal of Thought*, v13 n2, pp150-3, Apr 78

*Community Education, *Educational History, *Higher Education, *Educational Objectives, *Educational Needs, *Program Proposals, Educational Research, Continuous Learning, Curriculum Development

Discusses the development of higher education and the gradual growth of community colleges. Describes one community developed program currently being offered throughout the nation whereby community colleges have endeavored to meet the needs of the communities they serve. Also provides some implications that community education has for the future. (Author/RK)

2230
Rural Communities

(363)

ED 118 084

Darby, Keith

Programming as an Instrument for Community Involvement: Designing Topical Television Programs for Rural Adult Audiences. Satellite Technology Demonstration Technical Report No. 0503.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—STD-TR-0503

Pub Date 75

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education, Audiences, *Communication Satellites, *Community Education, Community Involvement, Delivery Systems, Demonstration Projects, Educational Television, Program Evaluation, *Programing (Broadcast), Public Television, Regional Programs, *Rural Education, Surveys, Telecommunication

Identifiers—*Satellite Technology Demonstration

The overall objective of the Satellite Technology Demonstration (STD) was to test the feasibility of delivering television Programing via satellite to isolated, rural locations. Community members at various STD sites were surveyed o determine how they felt about a variety of topics which were planned for an adult evening series. Topics in education, consumer affairs, health, and environment proved to be of interest, and a series of 12 programs, 40 minutes each with a 19 minute local question-and-answer segment, was designed and broadcast to STD receivers located in local junior high schools. Audience reactions were positive, but it was concluded that more interest could be generated if programs were of more specific local interest. (EMH)

(364)

ED 122 013

Demonstration Program in Individualized Adult Education in Rural Areas, July 1, 1974-December 31, 1975. Final Program Report.

Arkansas Univ., Fayetteville. Div. of Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Grant—OEG-0-74-1765

Note—136p.; Appendix C, "Packet Evaluations," will not reproduce well due to faded broken type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—*Adult Basic Education, *Adult Reading Programs, *Demonstration Projects, Disadvantaged Groups, Educational Needs, *Individualized Instruction, Literacy Education, Measurement Instruments, Program Descriptions, Program Effectiveness, Program Evalua-

tion, Reading Tests, *Rural Education, Student Evaluation, Test Results
Identifiers—Arkansas
The final report of a demonstration project in individualized adult education in rural areas of Arkansas, which took place during the period of July 1974 through December 1975, is presented. Program goals included: (1) to recruit and retain rural male adults who are operating at less than a fourth grade educational level, with emphasis on the underemployed, unemployed, welfare recipients, and heads of families; (2) to develop a targeted replicable curriculum for this group which can gain and maintain interest; (3) to emphasize a high interest level of reading, with elements of social living computational and social living skills, thereby maintaining adult interest with low level skills. Five learning sites were established, with 33 students participating and 20 remaining throughout the project. A variety of assessment instruments provided data about the students on which 80 individualized learning packets were developed, containing pre-and posttests, and learning activities with accompanying scripts on cassette tape. Site evaluation by project coordinators indicated the achievement of project goals. Ten recommendations are presented. The bulk of the document is taken up by appendices, which include the assessment tools, test results, packet evaluations, reading skill check list by level, and workshop and project evaluations. (LH)

(365)

ED 122 756

Goldmark, Peter C. And Others

Communications for Survival; Perspective and Proposed Programs.

Fairfield Univ., Conn.

Pub Date Feb 76

Note—57p.; Special paper to be published in Science Magazine, by the American Association for the Advancement of Science, for the United Nation's Conference on Human Settlements, May-June 1976. Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *City Problems, Communications, Communication Satellites, Community Involvement, *Decentralization, Delivery Systems, Employment, Energy, Futures (of Society), Health Services, Pollution, Research Projects, *Rural Development, *Technological Advancement, *Telecommunication, Transportation, Vocational Education

Identifiers—*New Rural Society

The New Rural Society (NRS) project is federally funded to apply telecommunications technology to ease the plight of the cities by upgrading life in rural communities. The resulting voluntary decentralization of people, business, and government, will, it is hoped, create the necessary conditions to bring the urban and energy crises under control. During its four and a half years of existence the NRS project has conducted a broad study of the historical influences of science and technology and a number of studies in five specific areas: employment, health care, continuing education and vocational training, entertainment and cultural opportunities, and community interaction. This paper gives a general overview of these five specific studies and discusses the implementation of NRS recommendations, both in general and in detail for such areas as transportation, urban needs, employment, health care, adult and vocational education, postal service in rural areas, environmental protection, energy, and communication service. (JY)

(366)

ED 123 354

Jhin, Kyo R.

Top of Alabama Regional Education Service Agency Adult Secondary Education Program: Final Report for FY 74-75.

Top of Alabama Regional Education Service Agency, Huntsville.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V/0057VA

Pub Date [75]

Grant—OEG-0-73-5214

Note—82p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education Programs, Continuing Education Centers, *Demonstration Programs, Dropout Rehabilitation, Educational Television, Enrollment Influences, *High School Equivalency Programs, Information Dissemination, *Interagency Cooperation, Participant Characteristics, Program Descriptions, Program Evaluation, Publicize, Regional Cooperation, *Regional Programs, Rural Areas, Rural Dropouts, Rural Population, Southern States

Identifiers—Adult Secondary Education, Alabama, TARESA, Top of Alabama Regional Education Service Agency

The document is the final report for fiscal year 1974-75 of a rural adult secondary education demonstration project sponsored by the regional agency, Top of Alabama Regional Education Service Agency (TARESA), serving five northeastern Alabama counties. Program features include the use of educational television on a statewide basis and the utilization of assistance from more than 200 different national, regional, State, and local agencies and programs. Maximum services were provided to the adult learners in the program through the cooperation of other on-going TARESA projects, such as the Home Start Program and the Talent Search Program. The secondary program enrollment was 2,600 adults; 1,600 were enabled to receive GED certificates with a budget of $140,000 ($87 per GED recipient). Through extensive promotional activities, a positive image was created for the program. Wide dissemination and followup activities were also engaged in. The GED recipients were assisted in enrolling in area vocational schools and colleges and in securing financial assistance from those institutions, or were referred for employment. Presented in outline form, the report describes the project's objectives, procedures, evaluation, recipients, graduation, resource utilization, dissemination, promotional techniques and staffing. Tables describe recipient characteristics; samples of program and publicity materials are appended. (AJ)

(367)

ED 135 529

Medlin, W. K.

Problems in Planning Rural Education for Agricultural and Nutrition Development: A Review of Relevant Findings from Communications Research. IIEP Seminar Paper: 16.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No—IIEP-SP-16

Pub Date 75

Note—56p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) ($0.60)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Behavior Change, *Change Strategies, *Communications, Community Change, Community Involvement, Curriculum Development, Decision Making, Delivery Systems, *Developing Nations, *Educational Development, Geographic Location, Interdisciplinary Approach, *Literature Reviews, Nonformal Education, Planning, Policy Formation, Problem Solving, *Rural Areas, Social Relations, Social Structure, Structural Analysis, Training

Exploring a significant segment of rural education research and field experience in the developing nations, the communication of relevant knowledge to disadvantaged rural populations was examined in terms of: situational-structural variables (factors of physical location, environmental or ecosystem relationships, and community structures); client systems and behavioral change; and organization of curriculum and instruction. Findings indicated that: educational/training activities developed closely in relation to and interacted with a community's ecological and social-structural environments; decisions on knowledge dissemination were usually strongly influenced by groups which carried social and/or political weight, though clients were also influenced by their immediate social environments and preferences; clients tended to learn most effectively when they were in a position to engage in some decision-situation activity related to their sociocultural needs and/or to develop problem solving behaviors; curricular and instructional development was most successful when it included methods for collecting data on clients' actual and potential utilization of knowledge, their social-psychology, and the instructional theories appropriate to a given rural setting; integrated educational development was not feasible in most countries where the urgent needs for agricultural productivity were paramount, though integration as a natural by-product was sometimes operative. (JC)

(368)

ED 135 530

Lyons, Raymond F.

Administrative and Organizational Problems in Rural Education, with Special Attention to the Modalities of Community Participation in Decision-Making. IIEP Seminar Paper: 17.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No—IIEP-SP-17

Pub Date 75

Note—25p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) ($0.60)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, *Community Education, *Community Involvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Extension Education, Foreign Countries, Nonformal Education, *Organization, Regional Planning, *Rural Areas, School District Autonomy, Specialists, Student Welfare

Identifiers—*Peru

The following problems in the field of educational organization are examined in terms of a Peruvian case study: prerequisites for community participation in national planning; national planning which starts at the local level; integration of formal and nonformal education programs at the local level to meet the needs of the total local population; integration of educational programs with other social development and production programs; and the extent to which local and regional authorities can act on their own in the face of barriers at the central level. Illustrating the manner in which these problems might be addressed, Peru's educational plan is described as one based upon the Community Education Nucleus (CEN) concept. CEN is described as involving many educational nuclei, each of which serves elementary and secondary education institutions within a prescribed area of control and includes the following hierarchical structure: a zonal chief; a sub-zonal coordinator; a CEN director supported by an administrative support unit, a community education council (parent, community, and teaching interests), and the educational development team (four specialists in kindergarten and basic regular education, extension education, basic laboral education, and student orientation and welfare). The aggregate of social needs and plans is identified as constituting the zonal, regional, and national educational objectives. (JC)

(369)

ED 135 535

Haque, M.

Rural Education in Bangladesh - Problems and Prospects. IIEP Seminar Paper: 23.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—31p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) ($0.60)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Involvement, *Developing Nations, *Educational Development, Foreign Countries, Futures (of Society), *Institutional Role, Local Government, National Programs, *Nonformal Education, Organizations (Groups), Planning, Primary Education, Problems, Rural Areas, *Rural

Development, Secondary Education, Vocational Education
Identifiers—*Bangladesh
As a land of extreme rural poverty and illiteracy, Bangladesh needs to consciously promote, develop, and support local institutions and participatory leadership, involving local people in the planning, development, and implementation of developmental policies. Begun in 1959, the Comilla experiment constitutes the rationale for institutional planning, emphasizing local planning participation via local organizations, governments, and co-operatives working with governmental agencies that supply training and materials. Depending heavily upon systematized nonformal training programs, the Comilla experiment identified, trained, and educated natural rural leaders to act as change agents. Bangladesh's formal education system has traditionally emphasized the humanities, producing "gentlemen" contemptuous of labor and virtually unskilled. As the biggest institutional framework in Bangladesh, the formal school system has a great potential for providing basic education at the primary level and for "vocationalizing" secondary education. However, the immediate needs of literacy and production suggest that Bangladesh focus upon a strategy for nonformal education that includes: multisectoral community action programs; decentralized planning and implementation; a national policy to coordinate activities; integrated development; self-reliant financing; maximum use of existing institutions and resources; research and evaluation; and target specific priorities. (JC)

(370)

ED 140 008
McCannon, Roger S.
Analysis of Adult Learning Experiences in Rural Settings.
Pub Date 21 Apr 77
Note—24p.; Paper presented at the Adult Education Research Conference (18th, Minneapolis, Minnesota, April 21, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, Adult Learning, Attendance Patterns, Comparative Analysis, *Educational Opportunities, Enrollment Rate, Enrollment Trends, Interest Research, Needs Assessment, Participation, Post Secondary Education, Program Evaluation, *Rural Areas, Rural Education, *Rural Urban Differences, Student Characteristics, *Urban Areas, Urban Education
Identifiers—Minnesota
A study was conducted to examine the characteristics of adult education in rural areas, to determine the differences between adult education in rural and urban settings, and to explore possible barriers which prevent rural residents from seeking further education. The investigator analyzed existing literature on participation rates, needs assessment data, interest indexes, program evaluations, and research studies and compared it with studies conducted on adult learning experiences in a rural area--West Central Minnesota. The study focused on formal educational programs, predominately at the postsecondary level, but also drew upon information and data from informal educational settings and community education (secondary) programs. It was found that rural adults focus their efforts toward noncredit personal development, whereas urban adults participate more readily in credit programs of a vocational nature. Other findings were that adult education in both settings is concentrated most heavily in age categories below 40 and that men participate more frequently in urban areas while women participate more frequently in rural areas. It was also found that significant barriers to continued learning exist more often for rural adults than for urban adults, the most serious of which are access to educational programs (distance), lack of adequate finances, and lack of advising and counseling. Based on the results of the study, the investigator recommends that adult education programs in rural areas be developed with a strong emphasis upon self-improvement and personal development and that program costs be kept minimal. The report includes a bibliography and an outline map of West Central Minnesota. (LMS)

(371)

ED 143 492
Ripperger, Joseph K. Killacky, Cecil James
The Sociology of Voluntary Associations: Toward a Model for Rural Community Education.
Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date 21 Apr 76
Grant—GOO-75-02270
Note—24p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (St. Louis, Missouri, April 21-24, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Advisory Committees, *Community Education, *Experimental Colleges, Financial Support, Literature Reviews, *Models, Needs Assessment, Program Descriptions, *Rural Areas, Rural Urban Differences, *Sociology, *Voluntary Agencies
Attempting to apply a sociological understanding of voluntary associations to the development of a practical model for rural community education, this paper is based on the assumptions that: there are a number of present-day educational needs which traditional systems of postsecondary education are not designed to meet; implications of this situation are presently more serious in rural than urban areas; and this problem can and should be resolved through community education programs which reflect careful synthesis of the experience of free universities in college communities with the sociological literature on voluntary associations. Reviewing the literature on voluntary associations, this paper considers traditional models of rural education within the context of the literature; examines the differences between rural and urban voluntary associations; and presents major elements of a rural education model derived from the literature and the experience of free universities in college communities. By way of example, the University for Man (UFM), a free university located in Manhattan, Kansas, is described in terms of its development (1968-present) and its impact on small rural communities which modeled themselves after UFM in the development of community education programs (emphasis is on the necessity of advisory boards, a thorough needs assessment, and rural control over outside funding and expertise). Exemplary survey data derived from an experimental rural educational program are included. (JC)

(372)

EJ 132 913
Non-Formal Education and Rural Development--A Historical Sketch and Selected Case Studies Tillman, Martin, *New Frontiers in Education*, v6 n1, pp29-49, Feb 76
*Higher Education, *Adult Education, *Alternative Schools, *Rural Development, *Developing Nations, Models, Nonformal Education, Voluntary Agencies, Case Studies, [*India]
Alternative models of education which have succeeded in India are described. They are institutions of non-formal education and rural development with roots in the schooling process of ancient India. The author notes present factors which make India well suited for such systems to function better than the present British-imposed system. (JT)

(373)

EJ 134 061
A Note from a Ghanaian Field Project Mallette, Carol, *Convergence*, v8 n4, pp65-70, 75
*Program Descriptions, *Educational Research, *Rural Population, *Adult Learning, *Field Studies, Foreign Countries, Research Methodology, Developing Nations, Learning Activities, [*Ghana]
The method and conduct of a field project researching learning environments and interests of Ghanaian rural adults is presented in the second of a series of three papers tracing the project from concept through conduct to outcome. (Author/LH)

(374)

EJ 153 146
Rural Areas and Adult Education Alkio, Olavi, *Adult Education in Finland*, v13 n2, pp3-7, 76
*Adult Education, *Rural Areas, *Educational Development, *Educational Planning, *Rural Education, Foreign Countries, Academic Achievement, Vocational Education, Educational Research, Advisory Committees, [*Finland]
Following a brief discussion of Finland's adult educational development and the educational passivity in rural areas, the perspectives that were opened to the inhabitants of rural Finland by the work of the Adult Education Committee is discussed. (SH)

(375)

EJ 173 094
Functional Adult Education for Rural People: Communication, Action Research and Feedback Bowers, Joan, *Convergence: An International Journal of Adult Education*, v10 n3, pp34-42, 77
*Adult Basic Education, *Adult Literacy, *Rural Population, *Action Research, *Feedback, *Instructional Media, Communication Skills, Intercommunication, Media Technology, Rural Development
Discusses the provision of functional adult education to rural people, particularly for the largely illiterate sections of the population, and the importance of literacy in rural development. Emphasis is on educational communication as interaction between people and on the use of media technology. (MF)

2300 Residential Education

(376)

EJ 129 016
Adult Residential Education: A Review of the Literature Flanagan, Dan, *International Journal of Career and Continuing Education*, v1 n1, pp55-63, F 75
*Residential Programs, *Adult Education Programs, *Program Descriptions, *Program Effectiveness, Educational Programs, Literature Reviews, Adult Students, Residential Centers, Educational Research
Adult residential programs are examined in terms of their effectiveness, characteristics, participants, models, and literature. A variety of adult learners are served through these programs, which attempt to integrate living experiences with learning. Research is stated as inconclusive, failing to isolate the effectiveness of the residential component. (LH)

2350 Organizational Learning/ Development

(377)

EJ 147 606
Criteria for Evaluating Human Resource Development Lippitt, Gordon L., *Training and Development Journal*, v30 n10, pp3-10, Oct 76
*Individual Development, *Human Resources, *Evaluation Criteria, *Organizational Development, *Community Development, Definitions, Guidelines
This article presents evaluative criteria guidelines for the process of human resource development. These guidelines discuss the importance of considering the following aspects: Relevant needs, clear objectives, accomplishment, uniqueness, flexibility, skill orientation, professional leadership, future perspective, a value system, evaluation of an information system, organizational support, and participant commitment. (WL)

(378)

ED 112 869

Wiesner, Peter

The Salem Cable Television Project: A Demonstration of the Use of Cable Television and Paraprofessional Tutors as an Alternative to Traditional ABE Classroom Instruction.

Salem City Schools, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V-324329

Pub Date 31 Jul 75

Grant—OEG-73-5228

Note—40p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Basic Education, *Cable Television, *Educational Television, Program Descriptions, Program Evaluation, Program Planning, *Tutors

Identifiers—*Paraprofessional Personnel

Adult education opportunities can be increased through cable television technology, which provides home-based instruction as an alternative to the strictures of the classroom or learning center. The 18-month Salem project used television for primary instruction together with the services of paraprofessional tutors as a personal contact for feedback between the adult students and the central staff of teachers and media producers. The initial six months were spent in research on adult basic education, surveys of community needs, and the construction of the TV studio. The plans for television production called for a curriculum in math, reading, and consumer education. The evaluation of the Salem project consisted of a preliminary pilot test and a more rigorous field test; posttests showed an increase in the grade level of the participants. The Salem project included some valuable lessons for anyone contemplating small scale TV production and can also be used as guidelines for a replication of the Salem model. (EC)

(379)

ED 123 399

Morgan, Barton And Others

Methods in Adult Education, Third Edition.

Pub Date 76

Note—294p.

Available from—The Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, Illinois 61832 (1 copy, $9.75 less 10% educational discount; 2 or more copies, $9.75 less 20% educational discount)

Document Not Available from EDRS.

Descriptors—*Adult Characteristics, *Adult Education, *Adult Students, Audiovisual Aids, Demonstrations (Educational), Discussion (Teaching Technique), Evaluation Methods, Field Trips, Futures (of Society), Laboratory Procedures, Lecture, *Teaching Methods, *Teaching Techniques, Textbooks, Written Language

The adult education textbook is intended for persons preparing to teach adults as well as those already on the job. Following an introductory chapter, Chapter 2 is directed to the learning characteristics of adults. Chapter 3 focuses on steps of involving the potential participant in adult education programs, while Chapter 4 outlines various techniques which might be used as meeting procedures. The techniques and methods described in nine subsequent chapters are: (1) formal or stage presentations (lecture or speech, symposium, panel discussion, and colloquy); (2) discussion techniques (open discussion, coleaders in group discussion, buzz sessions, "Phillips 66" technique, leadership team, listening teams, role playing, dramatic skit, brainstorming, lecture forum, symposium forum, and panel forum); (3) demonstration and laboratory methods (method demonstration, result demonstration, and laboratory procedure); (4) field trips and tours; (5) audiovisual aids; and (6) written communication. Chapter 14 provides guidelines for evaluation in adult education; the concluding chapter presents a future look at the adult education movement. A sample text discussion guide on estate planning is appended. (EA)

(380)

ED 140 909

Heermann, Barry

Experiential Learning in the Community College. Topical Paper No. 63.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Note—84p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Activity Learning, Adult Education, Community Colleges, Equivalency Tests, Experimental Colleges, *Junior Colleges, *Learning Experience, Learning Modalities, Nontraditional Students, Post Secondary Education, *Program Development, *Student Evaluation, Student Experience

Identifiers—*Experiential Learning

This monograph argues the need for incorporating experiential learning of many types into two-year college education. Experiential learning falls into two broad categories, learning through life experience or nonsponsored prior learning, and sponsored learning which is incorporated into institutional programs designed to give students direct experience in integrating and applying knowledge. Several examples are used to illustrate the essential components of sponsored programs and a detailed discussion on recognition, assessment, and crediting nonsponsored experiential learning is given. It is noted that accepting the idea that learning takes place in locations other than the college campus is one thing while providing opportunities for such education is quite another. Specific requirements for a successful sponsored learning program include but are not limited to careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. The College Without Walls at Sinclair Community College (Ohio) is described to illustrate the operation of a comprehensive experiential learning program. Experiential learning assessment forms are appended and a bibliography is included. (JDS)

(381)

ED 145 074

La Gow, Robert L.

The Utilization of Grounded Theory to Identify Instructional Design Elements in Adult Education Programs.

Pub Date Apr 77

Note—39p.; Paper presented to the Adult Education Research Conference (Minneapolis, Minnesota, April 20, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education Programs, Educational Environment, Educational Practice, Educational Research, Educational Strategies, *Educational Theories, Field Studies, *Instructional Design, *Instructional Systems, *Models, Program Administration, Program Development, Program Planning, Student School Relationship, Student Teacher Relationship

Identifiers—Grounded Theory

A study was done to discover and generate a theory of instructional design based on procedures currently used in selected adult education agencies. The methodology used was to generate grounded theory in four stages as follows: (1) discovery of a number of categories into which the collected data are coded, (2) integration of the categories and their properties, (3) discovery of the theory, and (4) writing the theory. An initial list of categories generated from a library search was tested in real settings by visiting adult education programs and conducting interviews with administrators and teachers. After dropping and modifying many categories, two categories having theoretical properties emerged: function and process. The characteristics of a function instructional model in operation are requirements for instruction or course needs, high administrative control of instructional style, fixed goals and content, limited instructional strategies, and high institutional control of the learning experience. The process instructional model has the following operational characteristics: statement of an instructional problem, organization of a structure to consider the problem and recommend solutions, production of a goal statement or specific behavioral objectives, design of appropriate instructional alternatives, participatory instructional activities, and evaluation or effect of instruction. (The author makes seven recommendations for operations to be included in any adult education instructional design process.) (EM)

(382)

EJ 184 032

Anxiety Reduction Correlates of Adult Learners: A Longitudinal Study Lam, Y. L. J., *Alberta Journal of Educational Research*, v24 n2, pp81-93, Jun 78

*Longitudinal Studies, *Adult Learning, *Correlation, *Anxiety, *Course Content, *Educational Environment, Student Evaluation, Adults, [*Brandon University]

Utilizing data from 81 adult learners attending 6 different professional education courses in the Faculty of Education at Brandon University, this study attempts to identify: major sources of stimuli in the instructional setting that elicit anxiety; changes of anxiety level through the entire course period; and potent factors that either bring about reduction of anxiety or retain a low level of anxiety. (JC)

2630 Teaching Styles and Techniques

(383)

ED 123 143

Etling, Arlen Wayne

Characteristics of Facilitators: The Ecuador Project and Beyond.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date 75

Note—301p.; Not available in Hard Copy due to small type in original document

Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01002 ($5.00 paper)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Change Agents, *Community Leaders, Comparative Education, Developing Nations, Educational Development, Educational Innovation, Educational Research, Educational Sociology, *Leadership Qualities, *Nonformal Education, Outreach Programs, Program Descriptions, *School Community Cooperation, School Community Programs

Identifiers—*Ecuador

This study identifies important skills, knowledge areas, and attitudes of effective facilitators of nonformal education in community-based learning groups in Ecuador. A facilitator is an uncertified, nonprofessional educator who develops and maintains village learning groups outside the formal schooling system. Chapter one discusses the educational crisis in Ecuador and outlines the research study. Chapter two reviews the literature about the strengths and weaknesses of nonformal education. Chapter three describes the nonformal education project in Ecuador and gives an example of a successful village facilitator. Chapter four examines the literature on community development and teacher effectiveness for more suggestions to improve the existing facilitator idea. Chapter five describes the data-gathering technique used for this study. Chapter six

describes the characteristics of facilitators taken from the research study. Chapter seven provides a general summary and conclusions of the project. (DE)

(384)

ED 124 005

Gross, Ronald

Diversity in Higher Education: Reform in the Colleges.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No—Fastback-69

Pub Date 76

Note—28p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Bibliographies, Continuous Learning, Course Content, *Educational Alternatives, Educational Change, *Educational Improvement, Educational Innovation, Educational Philosophy, *Higher Education, High School Graduates, Independent Study, *Individualized Programs, Open Education, Performance Contracts, *Teacher Role

Methods and implications of various reforms in higher education are assessed. Such concepts as individualization, new roles for the teacher, the learning contract, the planning portfolio, and other wide-ranging resources for learning are discussed. Specific implications include: (1) the existence of more options and possibilities for students graduating from open high school programs; (2) the loosening of traditional requirements for college entrance; (3) changes in the uninterrupted course through 16 or more years of schooling; (4) changes in the students themselves; e.g., more adult students; (5) the theoretical implication concerning the curriculum and trends supporting the concept of life-long education. It is concluded that as the style of pedagogy in higher learning changes, the teaching styles of the next generation of teachers will be affected. The future teachers will function also as guides, facilitators, and learning consultants. (LBH)

(385)

ED 132 289

Carter, G. L., Jr., Ed.

Facilitating Learning with Adults: What Ralph Tyler Says.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date [74]

Note—33p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, *Curriculum, *Educational Needs, Evaluation Criteria, *Learning Activities, *Learning Experience, Relevance (Education), University Extension

Identifiers—Tyler (Ralph W)

Based on recording transcriptions of Ralph W. Tyler's responses to questions by a panel of University of Wisconsin-Extension professors in July 1973, this booklet is presented as an extension of what Tyler has to say in his book, "Basic Principles of Curriculum and Instruction" (University of Chicago Press)--but said in the context of extension and adult education. Questions with Tyler's answers are organized into four chapters, each with an editor's introduction: (1) Learning Experiences--regarding how it may be possible to provide the kinds of activities that have the potential for facilitating others in learning, (2) Determining the Things to be Learned--the question of moving from the establishment of needs, relevance, and determining priorities to the determination of things program participants will be assisted in learning, (3) Needs, Relevance, and Priorities--the matter of identifying and utilizing needs, establishing relevance, and determining priorities as the basis for programing, and (4) Evaluation--the question of what to look for in evaluating efforts as educators, both in terms of the eventual consequences and of what happens in the process. (WL)

(386)

ED 141 588

Bail, Joe P. Cushman, Harold R.

Teaching Adult Education Courses: The Employee Training Model. Social Sciences. Agricultural Education 4. Information Bulletin 115.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date 77

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Vocational Education, Course Evaluation, Curriculum Development, Employees, Evaluation Methods, Job Training, *Models, Needs Assessment, *Program Development, Program Guides, *Program Planning, Teaching Methods, Teaching Techniques

Identifiers—New York

The model described here was developed for use as a program planning guide by teachers recruited from business, industry, and the professions who offer courses to employed adults seeking additional skills or improvement of their skills and job performance. Ten features of the model are listed: (1) The purpose is to improve the competencies of the learners in a specific technical area related to employment; (2) employees comprise the main clientele; (3) recruitment is an undertaking of the teacher and employer; (4) personal contacts are used in recruiting enrollees; (5) assessment of the learners' needs is done by employers using industrial guides; (6) job requirements are the main course focus; (7) subject matter is organized in an operational format; (8) courses average 60 hours; (9) firm teacher leadership and close attention to industrial standards are characteristic; and (10) program evaluation is focused on assessment of learner performance. This booklet includes description of adult learners; the implementation of the model, including making administrative arrangements, recruiting, determining instructional needs, planning the program, planning for teaching the instructional units, and using teaching tools; and learner performance evaluation. A table on when and how to use 29 different teaching tools is appended. (EM)

(387)

ED 141 589

Bail, Joe P. Cushman, Harold R.

Teaching Adult Education Courses: The Business Management Model. Social Sciences. Agricultural Education 3. Information Bulletin 98.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date 76

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, *Business Administration, Course Evaluation, Curriculum Development, Decision Making Skills, Evaluation Methods, *Models, Needs Assessment, Problem Solving, *Program Development, Program Guides, *Program Planning, Teaching Methods, Teaching Techniques

Identifiers—New York

The model described here was developed for use as a program planning guide by teachers, many of them business and other lay people, at the secondary school level who offer adult education courses on how to make management decisions and solve problems. Ten features of the model are listed: (1) The purpose is to assist owner-operators or managers to become successfully established in a specific undertaking as an entrepreneur; (2) owner-operators and managers are the main clientele; (3) recruitment is carried out by the teacher; (4) personal contacts must be used in recruiting enrollees; (5) assessment of the learners' needs is done jointly by the teacher and individual enrollees; (6) instructional focus is on making intelligent management decisions; (7) subject matter is organized in a problem-solving format; (8) on-job instruction is characteristic; (9) enrollees' association for activities other than instruction is an optional feature; and (10) evaluation is focused on program results as evidenced by class members' progress toward successful establishment. This booklet includes a description of adult learners; the implementation of the model including making administrative arrangements, recruiting, determining instructional needs, planning the program, planning for teaching the instructional units, using teaching tools, and giving on-job instruction; and result-centered evaluation. A table on when and how to use 29 different teaching tools is appended. (EM)

(388)

ED 141 590

Bail, J.P. Cushman, H.R.

Teaching Adult Education Courses: The Self-Fulfillment Model. Social Sciences. Agricultural Education 2. Information Bulletin 91.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date 75

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Course Evaluation, Curriculum Development, Evaluation Methods, Individual Development, *Models, Needs Assessment, *Program Development, Program Guides, *Program Planning, *Self Actualization, Teaching Methods, Teaching Techniques

Identifiers—New York

The model described here was developed for use as a program planning guide by teachers, many of them tradesmen and lay people, at the secondary school level, who offer courses to adults pursuing interests that will add meaning to their lives. Ten features of the model are listed: (1) The purpose is to assist learners in the pursuit of interests which they believe will add meaning to life; (2) the general public is the clientele; (3) recruitment is brought about by the director of adult education; (4) recruitment procedures rely heavily on mass media use; (5) the learners' needs are assessed by determining their felt needs using the ask them approach; (6) instructional focus is on topics and projects; (7) subject matter is organized as an outline of information or procedures; (8) the atmosphere is informal; (9) there is variability among learners; and (10) program evaluation is focused on the teacher's methods and satisfaction of the learners. This booklet includes a description of adult learners; the implementation of the model including making administrative arrangements, recruiting, determining instructional needs, planning the program, planning for teaching the instructional units, and using teaching tools; and method-centered evaluation. One table on when and how to use 29 different teaching tools and two tables showing teacher and student feedback forms are included. (EM)

(389)

ED 149 180

Seaman, Donald F.

Adult Education Teaching Techniques. Information Series No. 110.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—400-76-0122

Note—55p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 110, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Educators, Educational Needs, *Educational Research, Educational Strategies, Educational Technology, *Instructional Materials, Instructional Media, *Literature Reviews, Mass Media, Multimedia Instruction, Program Effectiveness, Research Needs, State of the Art Reviews, *Teaching Methods, *Teaching Techniques

Review and synthesis of research on effective techniques for teaching adults at different educational and occupational levels is presented in this information analysis paper intended for local adult continuing education directors and teachers of adults in education, industry, and government. The operational framework of the review is based on Verner's classifications and definitions of the terms adult education, method, technique, and device. Activities regarded as techniques by the literature in adult education are presented and discussed in alphabetical order. Where appropriate, devices are included in the discussion. Teaching techniques reviewed are the following: brainstorming, case study, correspondence study, critical incident, demonstration, exhibit, field trip forum, group discussion, independent study, individualized instruction, lecture, microteaching, newsletters, panel, programmed instruction, role playing, self-instructional modules, simulation, skit, symposium, telelecture, and tutorial. Certain media with a unique nature of special impact potential are discussed in the section on influence of media (multimedia and mass media). Conclusions are made based on data presented in the review section. The section on research priorities for the future contains suggestions regarding the development of a research base for identifying, selecting, and applying adult education teaching techniques. (TA)

(390)

ED 149 311

Ilika, Joseph

A Comparison of a Five and One Half and an Eleven Week Reading Course for Governmental Employees.

Pub Date Dec 77

Note—9p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Reading Programs, Adults, Comparative Analysis, Post Secondary Education, *Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Rate, *Reading Research, Retention, *Scheduling, *Time Factors (Learning), Vocabulary

This study compared the effectiveness of intensive versus extensive courses to improve reading rate and comprehension. Subjects were 46 government employees who voluntarily enrolled in either a five-and-one-half-week course or in one of two eleven-week courses. The three courses were alike in hours of instruction, instructor, content, tests, and behavioral objectives. Differences between pre and post tests favored the extensive instruction groups, as did comparisons of differences for retention, comprehension, and vocabulary between groups. These results support the proposition that spreading out instructional time is more conducive to learning reading skills. (RI)

(391)

ED 149 624

Pieron, C.

Formation Linguistique des Travailleurs Immigres: Observation d'un Stage Intensif en Entreprise (Linguistic Training of Immigrant Laborers: Observation of an Intensive Course within a Business Enterprise). Melanges Pedagogiques, 1977.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 77

Note—23p.; In French

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Communicative Competence (Languages), *Discourse Analysis, French, *Immigrants, *Instructional Materials, Intensive Language Courses, *Language Instruction, Language Skills, Post Secondary Education, Reading Comprehension, Reading Skills, *Second Language Learning, Student Needs, Student Teacher Relationship, Teaching Methods, *Use Studies, Writing Skills

This article reports on observations made during an intensive course in French organized by a business firm for its immigrant Portuguese workers. The principal aim of this project was to study course materials as they are actually used. Special attention was therefore paid to: (1) teacher discourse, which, although an essential component of classroom methodology, does not in fact appear in the pedagogical materials; (2) learner discourse, which is a useful indication of the relevance of the course materials to the learners' actual needs; and (3) the proportion of teacher-talk versus learner-talk, since this plays an important role in making efficient any course based on the acquisition of responses. A striking observation was the way in which the course, which was basically oral to begin with, concentrated more and more on the written language. This was due to the fact that the workers wished to improve their chances of promotion and this meant acquiring the relevant communicative skills, in this case, reading and writing skills. This caused problems for the teachers, who were not prepared to adjust their pedagogical practices to their students' demands, and fell back on traditional methodology. Thus a methodology needs to be developed which takes into account the communicative needs of workers. (Author/AM)

(392)

ED 152 101

Guymon, Ronald E.

The Effect of Spanish Classroom Reading Instruction on Pronunciation Ability during the First Week of Instruction.

Pub Date Mar 78

Note—29p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Aptitude, Adult Education, Adult Students, Educational Research, Instructional Innovation, Instructional Materials, *Language Instruction, Language Tests, Post Secondary Education, Post Testing, *Pronunciation, *Reading Instruction, *Second Language Learning, *Spanish, *Teaching Methods, Test Results, Trainees

Identifiers—Missionaries, Modern Language Aptitude Test

An innovative classroom-based approach to reading instruction in the context of Spanish instruction was proposed. The effects of this instruction on the pronunciation ability of students were analyzed. The subjects were 30 adult missionary trainees who had no previous exposure to Spanish. The dependent variable was measured using two instruments. A posttest-only control group design was selected, using analysis of covariance, with Modern Language Aptitude Test scores as the covariate. Analysis of both dependent measures showed a significant treatment effect as well as a significant aptitude-treatment interaction. Results confirm Wilkinson's (1975) research regarding the improved effect on pronunciation ability of missionaries due to early reading instruction. Analysis of interaction showed reading instruction to be most beneficial to low-aptitude subjects, with high-aptitude subjects scoring more favorably overall. These findings suggest the need for the consideration of the presence of such an interaction in research evaluation. (Author/AM)

(393)

ED 154 378

Taschow, Horst G.

Socrates in Adult Basic Education Or The Art of Questioning.

Pub Date Mar 78

Note—11p.; Paper presented at the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Students, *Divergent Thinking, Educational Needs, Factual Reading, *Questioning Techniques, Reading Comprehension, *Reading Research, *Reading Skills, Semantics, Student Ability, Teaching Methods

In a study of the way adult basic education (ABE) students answer different kinds of questions about what they read, 221 students were asked to read ten passages during a ten-week period and to answer ten questions about each passage immediately after reading it. Each set of questions included three dealing with facts, three dealing with word meanings in context, and three requiring students to make inferences. Analysis of the results indicated that the strength of the students lay in answering questions about facts, indicating a need for ABE instructors to use questioning techniques that promote divergent thinking. Instructors should develop questions that require students to perform a number of operations, including interpreting, evaluating, solving problems, applying information, and showing creativity. The ability to answer such questions requires the possession of certain abilities on the part of students. (GW)

(394)

EJ 125 341

Teachers of Adults Will... Pankowski, Mary L., *Journal of Extension*, v13, pp7-13, Sep/Oct 75

*Adult Educators, *Performance Based Teacher Education, *Teacher Qualifications, *Teacher Role, *Teacher Evaluation, Adult Education

The article lists the 12 competencies of adult education teachers that are considered essential to assist adults in achieving instructional goals and objectives. Following the listing a brief justification and examples of ways to evaluate teacher competencies are discussed. (Author/BP)

(395)

EJ 127 308

Behavior Modification and Contingency Management in a Graduate Adult Education Program

Boshier, Roger, *Adult Education*, v26 n1, pp16-31, F 75

*Behavioral Science Research, *Graduate Students, *Adult Education Programs, *Operant Conditioning, *Contingency Management, Behavior Change

The study showed that the experimental subjects made more correct responses, rated sessions positively, manifested a greater number of desired study behaviors, and increased their rate of responding and study behaviors, than the control subjects. (Author/BP)

2735
Coaching, Individual Instruction, Tutoring

(396)

ED 112 027

Scheffknecht, J. J.

The Tutor. [and] A Typology of Adult Educators.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—53p.; Two works in one volume

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France ($4.00)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, *Adult Educators, Educational Methods, Foreign Countries, *Teacher Education, Training Objectives, Tutoring, *Tutors, *Typology, Unit Plan

The two-part report surveys tutor training in several European countries, particularly England and France, and presents a typology of adult educators. The first part deals with introductory considerations concerning tutor training in three sections: present state of tutor training in Europe, which discusses types of tutor training and general trends and the main features of tutor training; aims and methods of tutor training, which discusses the main goals and the elements of a methodology of tutor training; and an example of the organization of material into training units, which presents a 16-unit adult education tutor training scheme organized around the training situation. The second part of the document analyzes the constituents of a system for the continuing education of adults. Part 2 covers in turn: trends and perspectives in continuing education for adults, the education and teaching function, and animation and intervention function, the information function, the research and tutor training function, the administration function, the organization function, and the management function. (JR)

(397)

ED 120 488

Palmatier, Robert A. And Others

Process and Product: A Guide for Assessment of Community Tutoring Programs. Instructional Concept Guide No. 5.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 76

Note—28p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 753-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Adult Literacy, *Adult Reading Programs, Adult Students, Community Involvement, Facility Guidelines, *Needs Assessment, Program Attitudes, Program Effectiveness, *Program Evaluation, *Program Improvement, Program Planning, Questionnaires, Tutorial Programs, *Tutoring, Tutors, Volunteers

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the

Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Five suggests concerns and procedures involved in evaluating and modifying the services of an adult literacy agency using volunteer tutors. Assessment and developmental procedures related to program purposes, organizational structure, facilities, staff, tutors, students, and the community are discussed. Included are numerous data collection forms and charts for the evaluation and summary process. (Author/MS)

(398)

ED 123 360

Bialek, Hilton M. And Others

Peer Instruction Implementation Manual.

Human Resources Research Organization, Carmel, Calif.

Note—48p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 007 042-044

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Behavioral Objectives, Educationally Disadvantaged, Educational Objectives, Instructional Systems, *Models, *Peer Teaching, *Program Design, Program Evaluation, Teacher Role, *Teaching Methods

The Human Resources Research Organization (HumRRO) peer instruction model is presented, providing information for teachers on how to design and implement such a teaching system within Adult Basic Education (ABE) programs. The model presented requires that students meet specific performance criteria before they teach others, and that formats or modules be developed to enable students to understand what they must learn. Chapters include: an Introduction; What Is Peer Instruction?, discussing teaching methods; Why Use Peer Instruction?, discussing its special advantages for educationally disadvantaged students; When to Use Peer Instruction, discussing five minimum conditions which must exist before peer instruction is attempted; Designing a Peer Instruction System, presenting four steps, which include conditions, finding curriculum sources, writing modules, testing and revising modules; Evaluating the Peer Instruction Model, presenting an evaluation form; Putting the Model Into Operation, examining the setting, preparation of the students, priming the teacher/learning chain; Managing the Peer Instruction System, discussing the teacher's role; and, Checklist, presenting an outlined review of key points. An example of teaching experience involving ABE students, peer instruction, and learning how to write checks supplements the text. (LH)

(399)

ED 136 820

Gottsieber, Helen R.

College Library Prototype Tutorial Program to Prepare Adults for CLEP Examinations.

Immaculate Heart Coll., Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Grant—G00-75-00620

Note—78p.; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, College Credits, College Libraries, *College Preparation, *Library Programs, *Tests, *Tutorial Programs, *Tutoring

Identifiers—*College Level Examination Program

Immaculate Heart College has been awarded a grant by the Office of Education to act as a center and coordinating agent for a prototype tutorial program to prepare adults for CLEP Examinations. The objective is to reach adults within the Los Angeles community who posses the potential for a college degree but who are either unaware of the alternatives for entering college, or afraid of failing as college students. An experimental adult education program launched in 1975 by the college clearly indicated an untapped adult potential in the area, large numbers unaware of CLEP, fearful of taking tests, and of the academic world itself, and uneasy about study habits. The program utilized the resources of the library, individual faculty consultants and student tutors, and combined academic preparation with a focus on the means of alleviating such fears. (Author/AP)

2770 Independent Study

(400)

ED 115 309

Dahlöf, Urban Wilén, Birgitta

Evaluation of Distance Education.

Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date 75

Note—10p.; Information on research and development in post-secondary education

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education, *Correspondence Study, Course Evaluation, Higher Education, Independent Study, Program Evaluation, Teaching Methods, Telephone Instruction

Identifiers—*Distance Education, Sweden

Independent study or distance education courses were established in 1973 at five universities in Sweden. Evaluation of the project was planned to include: (1) a description of the student population, (2) a study of the students' use of and attitudes toward distance-bridging aids such as examinations and methods of instruction, (3) a special study of the students' geographical spread, (4) a study of the effects of the admission rules, (5) analysis of dropouts, (6) interviews with the teachers, and (7) an analysis of prospective student inquiries. Twelve additional Swedish reports and three English reports are cited. (Author/DS)

(401)

EJ 141 585

An Overview of the National Adult Independent Learning Project Mavor, Anne S.; And Others, *RQ*, v15 n4, pp293-308, Sum 76

*Adult Education, *Independent Study, *Public Libraries, *Library Services, Library Extension, Formative Evaluation, Publicize, Demography, Post Secondary Education, [College Entrance Examination Board, New York, Atlanta Public Library]

Describes the development and evaluation of a project, directed by the College Entrance Examination Board, in which the public library serves as a center for adult independent learners. (PF)

(402)

EJ 158 220

Independent Study: An Option in Continuing Education Reinhart, Elizabeth, *Journal of Continuing Education in Nursing*, v8 n1, pp38-42, Jan-Feb 77

*Professional Continuing Education, *Nursing, *Program Development, *Independent Study, *Academic Standards, *Student Evaluation, Higher Education, Definitions, Adult Education

Presents a practical method for implementing independent study into a continuing education program in nursing; discussion covers goal attainment and the use of a learning contract. (WL)

2800 Correspondence Study

(403)

ED 115 943

Brenden, Gerald S.

Model for Offering Correspondence Courses through the VTAE System. Final Report.

Gateway Technical Inst., Kenosha, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 75

Note—25p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education, *Correspondence Courses, Educational Needs, *Feasibility Studies, Independent Study, Models, *Vocational Education

Identifiers—Wisconsin

The objectives of the study were twofold: (1) to determine if correspondence study is a viable approach for offering vocational education to residents of Wisconsin who want and need a vocational education program, (2) to design a correspondence study model for vocational, technical, and adult education (VTAE). To carry out these broad objectives: (1) inquiries were made into the amount of correspondence study presently available to Wisconsin residents; (2) existing correspondence study programs were studied to determine their effectiveness and suitability for vocational education; (3) consideration was given to the type of courses most appropriate for correspondence study within the Wisconsin VTAE system; (4) four models were developed to indicate ways in which correspondence instruction could be implemented with the VTAE system. The report describes the methodology and presents the conclusions and recommendations. Descriptions of the program models developed by the project are contained in appendixes. (Author/NJ)

(404)

ED 122 098

Erdos, Renee F.

Establishing an Institution Teaching by Correspondence: Experiments and Innovations in Education No. 17.

International Bureau of Education, Geneva (Switzerland).

Pub Date 75

Note—67p.; Figures 1, 2, 3, and 9 will not reproduce well due to smallness of type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Adult Education, Correspondence Courses, *Correspondence Schools, Correspondence Study, Developing Nations, Facility Planning, *Guidelines, Organizational Development, Personnel Selection, Planning, Rural Education, *School Administration, School Design, School Location, School Personnel, *School Planning, Student Enrollment

The process of establishing a correspondence teaching institution is described in the document, and is largely based upon experience gained from the National Correspondence Institution, Dar es Salaam, Tanzania. Beginning with the initial conception and discussion for establishing such an institution, the document examines all planning and organizational stages, including location, staff establishment, equipment, communication, facilities, enrollment, teaching administrative procedures, research and evaluation, and planning for future development. Nine figures supplement the text. It is stated that the techniques discussed should have universal application in any scheme for establishing a correspondence teaching system largely for adult, rural populations who have already achieved a certain level of education but have limited access to other educational resources. (Author/LH)

(405)

EJ 173 078

Is Home Study First Class Education? Tremlett, Lewis, *Elements of Technology*, v7 n4, pp8-9, Win 77/78

*Home Study, *Correspondence Schools, *Educational Quality, *Adult Vocational Education, School Surveys, Educational Assessment, University Extension, Post Secondary Education, College Credits, Special Degree Programs

A review of the home study or correspondence school method of education indicates that this method may offer training superior to campus education for vocationally-oriented students, par-

ticularly in technology. Programs are tailored to individual needs and credit toward academic degrees may be granted. Home study remains primarily in private schools but increasing enrollments and interest are bringing public ares cooperation. (MF)

(406)

EJ 153 323

Correspondence Instruction for the Professional Development of Practitioners in the Field of Aging Lumsden, D. Barry; And Others, *Educational Gerontology*, v2 n1, pp5-13, Jan 77

*Educational Gerontology, *Older Adults, *Counselor Training, *Professional Training, *Correspondence Study, Higher Education, Instructional Programs, Research Projects

This study determined what is available in the field of aging through correspondence instruction at accredited institutions in the United States and Canada. There were 85 institutions offering correspondence instruction surveyed; 51 of these institutions (60 percent) offer correspondence instruction courses that are related to the field of aging. (Author)

(407)

EJ 172 963

Correspondence Education in England and in the Netherlands Curzon, A. J., *Comparative Education*, v13 n3, pp249-61, Oct 77

*Comparative Education, *Correspondence Courses, *Adult Education, *Course Evaluation, *Correspondence Study, Educational Development, Charts, Home Study, External Degree Programs, Program Administration, [*England, *Netherlands]

Discusses the advantages of correspondence education in England and the Netherlands, the development of correspondence education in both countries, and the more recent developments of the Open University in England and the Foundation Inspection of Education by Correspondence (ISO) in the Netherlands, the former enlarging educational opportunities for a wide variety of students and the latter improving and controlling correspondence study. (RK)

3100 MASS MEDIA

(408)

ED 122 038

Smith, Robin Kozacik, Mary

Using the Newspaper as an A.B.E. Instructional Aid.

Black Hawk Coll., Moline, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—29p.; For related document, see CE 006 882

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Adult Basic Education, *Adult Reading Programs, Comparative Analysis, Control Groups, Curriculum Evaluation, Demonstration Projects, Dropout Identification, Experimental Groups, Instructional Aids, *Newspapers, Post Testing, Pretesting, Program Development, *Program Evaluation, Program Planning, Reading Achievement, Reading Instruction, Reading Materials, *Student Interests, Unit Plan

The paper describes the evaluation of a packet of 48 Adult Basic Education (A.B.E.) instructional units, designed to help the A.B.E. learner read the newspaper with more facility and interest. The extent to which planned activities were carried out (process) and the extent to which program objectives for changing performance of the project subjects were achieved (product) were evaluated. A section of the report on the process evaluation describes project planning and implementation. A pretest/posttest method was used with a control group (given 30 hours of conventional reading instruction) and an experimental group (given 30 hours work on the newspaper units with no other reading instruction). An interest survey and the A.B.E. Student Survey, Follett, 1966, Part 1 (to assess reading level gain) were used to determine the effectiveness of the materials. The same methods and instruments were used with different control and experimental groups to collect data on product evaluation. These are presented and analyzed indicating that use of the units increased students' interests in using the newspaper but resulted in no significant reading level gain. Appended are: a five-item bibliography, the interest survey, attrition and completion chart, anecdotal observations, and proposed changes in the materials. (Author/MS)

(409)

ED 129 182

Kaplan, Oscar J.

Evaluation of a Course by Newspaper: "American Issues Forum I: American Society in the Making."

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Jun 76

Note—142p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Correspondence Courses, Course Evaluation, Credit Courses, *Evaluation, *Extension Education, External Degree Programs, *Higher Education, Home Study, Individual Characteristics, Interviews, *Newspapers, *Participant Characteristics, Participation, Student Characteristics, *Surveys, University Extension

The third national Course by Newspaper entitled "American Issues Forum I: American Society in the Making" was presented by the University Extension, University of California, San Diego starting in September 1975. A series of 18 articles appeared weekly in 432 newspapers. A total of 221 colleges and universities participated in the program, enrolling 3,956 students in the course for credit. Approximately four thousand additional persons bought the text used in the course but did not enroll. Impact of the course was measured by five studies: (1) 3,000 telephone interviews were completed with participating newspaper subscribers in eight geographic areas; (2) 500 interviews of subscribers to the San Diego "Evening Tribune" were conducted; (3) a mail survey was made of persons who purchased the text used but who did not enroll in the course for credit; (4) a multiple-choice examination was given at the end of the course at the institutions affiliated with the program; and (5) a mail questionnaire survey was made of the opinions of instructors and course coordinators involved in the program. Profiles were developed on the age, sex, educational attainment, and other characteristics of newspaper subscribers, course enrollees, and book purchasers who did not seek college credit. These data were compared with similar data gathered on previous newspaper courses. (Author/JMF)

(410)

ED 131 866

Presentation of Projects, 1975/76.

Swedish Broadcasting Corp., Stockholm.

Pub Date 76

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Audiences, *Children, *Information Dissemination, Information Processing, Information Science, Mass Media, Media Research, Programing (Broadcast), *Radio, Research Reviews (Publications), *Television, Viewing Time

Identifiers—Sveriges Radio, *Sweden

Research projects currently underway at the Audience and Programme Research Department of Sweden's Sveriges Radio are divided into four areas: studies of children, information studies, audience studies, and adult education studies. The focus of the ten projects being pursued by the children's group is on the effect of the broadcast media on children of various ages. The research concerns the perceptual and cognitive abilities of children, as well as the effects of various programing features. The ten information studies aim at investigating the preconditions for transmitting public information via radio and television and identifying the relative role of these media as sources of knowledge. The format and content of programs and the varying characteristics of audiences are of interest. Eleven audience projects seek to describe the size and composition of audiences and to explain program selection processes. Three adult education studies are being undertaken for the Committee for Radio and Television in Education (TRU), the National Board of Education, and the Swedish International Development Authority (SIDA). They aim to identify those who participate in various adult education classes. The report's appendix includes a statement of goals of the Sveriges Radio research department and a listing of 1974/75 studies. (KB)

(411)

ED 132 903

Kaplan, Oscar J.

Evaluation of a Course by Newspaper ("In Search of the American Dream").

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Jun 75

Note—80p.

Available from—Center for Survey Research, San Diego State University, San Diego, California

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Students, *Credit Courses, Educational Assessment, *Extension Education, External Degree Programs, *Higher Education, *Instructional Innovation, National Programs, National Surveys, *Newspapers, Program Evaluation, Questionnaires

Identifiers—*University of California San Diego

The second national course by newspaper entitled "In Search of the American Dream" was given by the University of California, San Diego (Extension) starting in September 1974. Eighteen articles by eminent scholars appeared weekly in 232 newspapers, and approximately 3,500 persons enrolled in the course for credit through 163 participating colleges and universities. An additional 7,000 persons purchased the text but did not enroll for credit. Measurement of the impact of the course was accomplished by (1) telephone interviews of 2,500 subscribers to participating newspapers, (2) a mail survey of the text purchasers, and (3) a multiple-choice examination in 32 of the participating institutions. Profiles were developed on the age, sex, educational attainment, and other characteristics of persons in each of the three categories investigated. It is concluded that newspapers provide a medium with high potential for continuing and updating the formal schooling of most segments of the adult population. Suggestions for improving the procedure are offered. (Author/LBH)

(412)

EJ 175 024

The Extension of Higher Education by Mass Media Chamberlain, Martin N., *International Review of Education*, v23 n2, pp191-203, 77

*Higher Education, *Mass Media, *Independent Study, *Course Descriptions, *Adult Students, *Extension Education, Educational Research, Part Time Students, Educational Television, Supplementary Reading Materials

Reports the development in the United States of national media courses, i.e., those using television, newspapers, radio or magazines as the essential means of instruction supplemented with additional readings and other studies. (Editor/RK)

3120
Multi-Media Methods

(413)

ED 112 138

Main, R. E.

Computational Achievement of Group IV Trainees With a Self-Study Format: Effects of Introducing Audio, Withdrawing Assistance, and Increasing Training Time. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No—NPRDC-TR-75-11

Pub Date Sep 74

Note—42p.; For a related document, see CE 004 925

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Adult Basic Education, Audiovisual Instruction, Course Descriptions, *Course Evaluation, Low Ability Students, *Military Personnel, Military Training, *Programed Instruction, Remedial Instruction, *Remedial Mathematics, *Teaching Methods, Test Results, Time Factors (Learning)

Identifiers—Navy

The document evaluates Navy Mental Group Four personnel gains in competency of basic communication and computational skills after taking the Practical Arithmetic Self-Study course. Categorized as Group Four by receiving scores from the 10th to the 30th percentile on the Armed Forces Qualification test, trainees received instruction in computational skills up to a ninth grade level of difficulty through three techniques: audio instruction, minimizing direct assistance, and increasing time of study. Audio instruction techniques included reducing reading requirements and the visual complexity of presentation, with neither method improving test scores. Withdrawal of assistance and extension of training time were combined techniques that produced improvement in test scores. Less than half of the trainees involved in the study were able to achieve a ninth grade level, making their performance of typically required computational tasks of Navy enlisted men uncertain. More effective training approaches will have to be developed along with a determination of the nature of difficulties experienced by Group Four personnel. Tabulation of test results are included and the arithmetic operations quiz, attitude questionnaire results, and evaluation of audio techniques, and a sample of standard and audio versions of course material are appended. (LH)

3170
Audio

(414)

EJ 149 737

Literacy and The Cassette "Teacher" Bosscher, Kathleen, *Literacy Work*, v5 n1, pp33,35-49,51-53, Jan-Jun 76

*Literacy Education, *International Programs, World Problems, Program Evaluation, Experimental Programs, Pilot Projects, Developing Nations, Literacy, [*Experimental World Literacy Program], [UNESCO, EWLP]

A critical assessment of the 10-year Experimental World Literacy Program (EWLP), which consisted of a series of pilot projects and micro-experiments in different countries (Algeria, Ecuador, Iran, Mali, Ethiopia, Guinea, Madgascar, Tanzania, Sudan, Zambia, and Venezuela) sponsored by UNESCO, United Nations Development Program (UNDP), and various National governments. (JT)

3180
Videotape

(415)

EJ 137 492

Effects of Videotaped Role Playing on Nurses' Therapeutic Communication Skills Carpenter, Kay F.; Kroth, Jerome A., *Journal of Continuing Education in Nursing*, v7 n2, pp47-53, Mar/Apr 76

*Professional Continuing Education, *Nurses, *Educational Research, *Video Tape Recordings, *Teaching Methods, Instructional Innovation, Role Playing, Communication Skills, Comparative Analysis

Research determining the effectiveness of videotape recorded (VTR) role playing as a teaching technique was conducted on nurses attending continuing education classes in verbal and nonverbal therapeutic communication skills. VTR appears to be an effective technique. (LH)

3200
Educational Television

(416)

ED 116 022

A Handbook for ETV Utilization in Adult Education: Final Report: Volume 3.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V0007VA

Pub Date 1 Jul 75

Grant—OEG-0-73-5212

Note—43p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, Adult Education, *Adult Education Programs, Critical Path Method, Data Collection, Decision Making, Demonstration Projects, Educational Finance, *Educational Television, Open Circuit Television, *Program Administration, Program Descriptions, Program Design, Program Effectiveness, Program Guides, *Program Planning, Success Factors, Systems Approach, Systems Development, Use Studies

Identifiers—AAEC, Appalachian Adult Education Center

The document is a handbook designed to aid program administrators in planning, managing, and assessing adult educational television (ETV), to assure adult viewers the maximum instructional/learning benefit possible. The handbook includes four types of information; (1) an introduction to the Appalachian Adult Education Center (AAEC) experience, (2) justification for ETV utilization in open broadcast, (3) a management planning system for adult ETV, and (4) ETV utilization data collection forms, and figures illustrating analysis systems. The discussion and the systems design are based upon the AAEC experience in a comprehensive demonstration study of an adult educational television series, Kentucky Educational Television's General Education Development Preparation Series (KET/GED), a high school equivalency examination preparation series. The study was conducted in Kentucky as part of an AAEC project entitled Community Education: Comparative GED Strategies. The handbook identifies even the most nominal person-to-person contact as the critical element in the successful utilization of ETV, critical to student involvement, retention, perseverence, and successful achievement. The administrator is advised that, since the goal of the adult education program is the adults achievement, not the maintenance of the program or class, monies invested to ensure the maximum numbers of adults achieving are appropriate. (Author/AJ)

(417)

ED 125 601

The National Audience for "Feeling Good"; Reports of Four Surveys.

Gallup Organization, Inc., Princeton, N.J.

Spons Agency—Children's Television Workshop, New York, N.Y.

Pub Date 75

Note—209p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Audiences, Behavior Change, Health Education, *National Surveys, Perception, *Programing (Broadcast), Public Television, *Tables (Data), Television, Television Research, *Television Viewing

Identifiers—*Feeling Good

Four national surveys using personal interviews with independent samples of 1500+ adults each were reported. The surveys were conducted between December 1974 and June 1975. The surveys assessed awareness of the television program Feeling Good," sources of awareness, incidence of viewing, and incidence of selected health care practices. Detailed data for each survey and subject is included. (Author/HAB)

(418)

ED 125 602

Cohen, Morris N. *Abelson, Herbert I.*

Impacts, Benefits, and Consequences of "Feeling Good"; An Assessment of a Health Series Broadcast on Public Television.

Response Analysis Corp., Princeton, N.J.

Spons Agency—Children's Television Workshop, New York, N.Y.

Report No—RAC-3798

Pub Date Jan 76

Note—290p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Adults, Audiences, Behavior Change, *Health Education, Knowledge Level, *Programing (Broadcast), *Public Television, Questionnaires, *Summative Evaluation, Surveys, *Television Research, Viewing Time

Identifiers—*Feeling Good

A summative research program sought to determine the impact, benefits, and consequences of "Feeling Good"--a series of hour and half-hour broadcasts oriented toward health, produced by Children's Television Workshop for airing on public television, and targeted toward the adult viewing population. The research procedure was a variant of experimental design embedded in a survey research context. The research findings demonstrated that a television health series like "Feeling Good" can effect improvement in reported viewer health behavior and knowledge. Also, it was felt that evaluation of the net impact of "Feeling Good" on viewers beyond a simple assessment of reported selected behaviors and knowledge was not possible due to the subtlety of program topics. (HAB)

(419)

ED 125 648

McBride, Jack G.

The University of Mid-America: A New Applied Learning System.

University of Mid-America, Lincoln, Nebr.

Pub Date 23 Jul 76

Note—22p.; Paper presented at the First International Learning Technology Congress and Exposition on Applied Learning Technology for Human Resource Development (Washington, D.C., July 21-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Course Evaluation, *Curriculum Development, *Delivery Systems, *Educational Television, Financial Support, Higher Education, Instructional Technology, Open Education, Personnel Needs, *Professional Continuing Education, Research Needs

Identifiers—Midwest, *University of Mid America

The University of Mid-America (UMA) is a central agency which offers course development services to member institutions and conducts

planning, research, and evaluation in the areas of adult education and learning delivery systems. Originally conceived as an outreach program of the State University of Nebraska, UMA has expanded to serve the needs of the entire upper Midwest with television-delivered instruction in traditional academic subjects, cross-disciplinary subjects, continuing professional education topics, and recreational courses. Course development teams generate complete course packages which are then transmitted by state agencies. Two of the needs of the UMA are: (1) additional research in the effectiveness and cost-effectiveness of special courses delivered via television; and (2) professionals trained in the eclectic field of television teaching. (EMH)

(420)

ED 134 227

Mielke, Keith W. *Swinehart, James W.*

Evaluation of the "Feeling Good" Television Series.

Children's Television Workshop, New York, N.Y.

Pub Date 76

Note—421p.; For related document, see IR 004 434

Available from—Children's Television Workshop, 1 Lincoln Plaza, New York, New York 10023

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Programs, Behavior Change, Evaluation Methods, *Health Education, *Program Evaluation, Programing (Broadcast), *Public Television, Research Design, Summative Evaluation, Television Research, Television Surveys, *Television Viewing

Identifiers—*Childrens Television Workshop, *Feeling Good, Gallup Surveys, National Opinion Research Center, Nielsen Surveys, Public Broadcasting Service, Response Analysis Corporation

This report provides an overview of the development and evaluation of an experimental television series for adult viewers on health care. The series was produced by the Children's Television Workshop and aired in prime time during 1974-1975 by the Public Broadcasting Service. The report synthesizes results of complementary impact studies conducted by four independent research contractors: a study of voluntary viewing by Response Analysis Corporation; an induced viewing field experiment by National Opinion Research Center; four national surveys by Gallup Organization; and national audience estimates by A.C. Nielsen Company. Chapters one and two describe the development of the series, summative research plans and findings. Chapters three and four examine media strategy issues concerning public television and its audience, and findings of the behavioral outcomes related to 24 specific health topics covered in the series. Limitations of the evaluation process, implications of the research findings, and suggestions for studies are discussed in the last two chapters. A summary of this report appears as a separate ERIC document. (SC)

(421)

ED 134 228

Mielke, Keith W. *Swinehart, James W.*

Evaluation of the "Feeling Good" Television Series. Summary.

Children's Television Workshop, New York, N.Y.

Pub Date 76

Note—44p.; For related document, see IR 004 433

Available from—Children's Television Workshop, 1 Lincoln Plaza, New York, New York 10023

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Programs, Behavior Change, Evaluation Methods, *Health Education, *Program Evaluation, Programing (Broadcast), *Public Television, Summative Evaluation, Television Research, Television Surveys, *Television Viewing

Identifiers—*Childrens Television Workshop, *Feeling Good, Gallup Surveys, National Opinion Research Center, Nielsen Surveys, Public Broadcasting Service, Response Analysis Corporation

"Feeling Good" is the first television series for adults produced by the Children's Television Workshop, aired in prime time during 1974-1975 by the Public Broadcasting Service. The series attempted to reach the general public and motivate them to practice health maintenance behaviors. Various presentation formats were used. It was carried out in three phases, and a summative research plan was designed and undertaken by four independent research contractors to assess the series' impact. Although there were limitations in the evaluation process, general findings concerning audience, viewing effect, and media environment have implications for future research, practice, and policy. The complete evaluation report is presented as a separate ERIC document. (SC)

(422)

ED 143 325

Hammett, Hugh B. *Hooten, David E.*

New Strategies in Adult Education: Using Television to Individualize Instruction.

Pub Date 76

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, Adult Counseling, *Adult Education, Adult Learning, *Educational Television, *Individualized Instruction, *Individualized Programs, Information Dissemination, Instructional Media, Student Attitudes

The thesis of this paper is that television can effectively disseminate information to adult learners, thereby freeing the instructor from repetitive tasks and allowing him to assume a facilitative, diagnostic, and consultative role for larger numbers of adult students on an individualized basis. Research data and an example of a mediated individualized study course from the authors' institution are used to indicate that television can be used in a non-dehumanizing way, while holding constant or improving academic achievement and student attitudes. (Author/STS)

(423)

ED 146 891

Duby, Paul B.

A Survey and Analysis of Televised Course Offerings: Chicago's TV College--Spring 1975.

Chicago City Colleges, Ill. Kennedy-King Coll.

Pub Date Jan 77

Note—37p.; Figure 1 may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, *College Programs, *Educational Television, *Extension Education, Higher Education, Instructional Media, Questionnaires, *Telecourses, Television Curriculum, *Television Surveys

Identifiers—Chicago TV College

Recent research data have suggested that the mediated courses of Chicago's TV College have increasingly begun to draw from new and different populations of students with different characteristics and levels of ability. This study was designed to generate survey-type data regarding the demographic and attitudinal characteristics of a wide spectrum of TV College students. The individuals who registered for one or more of the TV College courses offered in the spring semester of 1975 served as the subjects of the present study. The overall goal of the study is to provide useful information for the teachers and administrators of mediated courses. This paper summarizes information from 1031 questionnaires submitted from an enrollment of 1740 students. Categories of student data compiled include: age; sex; geographical distribution; concurrent enrollment in conventional courses; previous college courses; grades; employment summary; completion rate by course; veterans vs. non-veterans; and student reactions, comments, and recommendations. (Author/JAB)

(424)

ED 154 105

Community Education Comparative GED Strategies. Volume I. Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V0007VA

Pub Date Jul 75

Grant—OEG-0-73-5212

Note—177p.; Charts, tables, and illustrations, as well as appended materials, will not reproduce well due to poor print quality; For related documents see ED 112 165 and ED 116 022

EDRS Price MF-$0.83 HC-$10.69 Plus Postage.

Descriptors—Academic Achievement; Adult Education; Adult Students; Community Education; Demography; Educational Research; *Educational Strategies; *Educational Television; *High School Equivalency Programs; Individualized Programs; Methods Research; *Program Effectiveness; State Programs; Student Characteristics; Teaching Methods

Identifiers—*Kentucky

To assess different methods of preparation for the General Educational Development (GED) examination in rural and urban sites, a study was designed to compare three different types of delivery systems: (1) a support program alone without educational television (ETV); (2) ETV alone; and (3) ETV plus a personal contact, supplemental training support program. Two added conditions were (4) utilization of Kentucky Educational Television/GED Skills Packets in individualization of the system and (5) a group of students attempting the GED test without any known formal preparation. The population consisted of 303 persons preparing for the GED over a three year period. Delivery systems were compared in terms of the demographic characteristics of the students involved with each, and in terms of individual student academic skills gain measured by pre- and post-testing of basic skills and/or GED attainment. At the time of data analysis eighty-seven persons (28.7%) had attempted the GED and 91% were successful. Practical significance of the results of the analysis of variance of gain scores between students is that there is not much difference among the different support conditions, with or without ETV. It was concluded that ETV teaches as well as any other instructional method, that successful delivery of adult education and student achievement are dependent more on the nature of the client than upon the teaching/learning system, and that the greatest need in adult education calls for differentiation—varying procedures and response to varying needs. (Included are a literature review on previous efforts and research into uses of TV for GED preparation, description of the ETV program development, and complete data tables and analysis.) (JT)

(425)

EJ 139 072

Interactive Television in Nursing Continuing Education Fry, Carlton F.; And Others, *Journal of Continuing Education in Nursing*, v7 n3, pp26-32, May/Jun 76

*Educational Television, *Microwave Relay Systems, *Nurses, *Professional Continuing Education, *Course Evaluation, *Course Descriptions, Telecourses, Instructional Technology, Course Content, Course Organization, [*Interactive Television]

The use of a telemedicine system (live, color microwave television transmission with two-way auditory and visual communication capability) to teach a course in critical care nursing from an urban university medical center to staff members in rural southeastern Ohio hospitals is described. (MS)

3250
Educational Radio

(426)

ED 146 916

Purnastri, Supalak *Griffin, Robert S.*

Summary Report on the Radio Farm Forum Pilot Project.

Spons Agency—United Nations Development Programme, Bangkok (Thailand).

Report No—RB #336

Pub Date Nov 76

Note—12p.; Project Title: Strengthening the Programme of Improvement of Irrigated Agriculture in Northeast Thailand, THA/74/015

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Farmer Education, *Developing Nations, Educational Programs, *Educational Radio, Farmers, Mass Media, Radio, Rural Development, *Rural Extension, *Telecommunication

The main objective of the program was to obtain qualitative data on the value of Radio Farm Forums (RFF), to both the farmers and the extension service, in terms of facilitating two-way

communication between the two parties. The concept of RFF is to provide agricultural information through integrated use of mass media and interpersonal communication channels (radio, publications, field worker visits) for an audience which has been organized into forums. The project was conducted in eight villages in Khon Kaen Province, Northeast Thailand, which were selected (out of 47 villages) by application of the quartile ranking method to existing socio-economic and agro-economic data. A training program was developed for forum leaders from the villages. The RFF were broadcast once a week for 20 weeks, with the leaders conducting discussion periods immediately after each program. The RFF (1) succeeded in organizing groups of farmers and maintaining their interest in the project; (2) demonstrated the reinforcing effects of relaying messages through several means of communication; and (3) illustrated a virtually self-contained model for extension program planning and implementation. (JAB)

3270 Telephone

(427)

ED 112 942

Flinck, Rune

The Telephone as an Instructional Aid in Distance Education; A Survey of the Literature.

Lund Univ. (Sweden). Dept. of Education.

Pub Date 75

Note—52p.

Available from—FHSC-Project, Department of Education, University of Lund, Pack, S-220 07 Lund 7, Sweden

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Adult Education, *Dial Access Information Systems, Extension Education, *Home Instruction, Literature Reviews, *Teaching Methods, *Telephone Communication Systems, *Telephone Instruction

Identifiers—Sweden, Telelectures, Telstutoring

Literature on four methods to effectively use the telephone to reinforce two-way communication in instruction is comprehensively reviewed. A study conducted in Sweden using teleteaching, telelecturing, dial-access, and telstutoring is briefly discussed. A bibliography of 93 items is included. (DS)

(428)

ED 125 589

Parker, Lorne A.

The Development of the Educational Telephone Network (ETN) and the Subsidiary Communications Authorization (SCA) Systems.

Wisconsin Univ., Madison, Univ. Extension

Pub Date [75]

Note—6p.; For related documents see IR 003 673-679

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Radio, Higher Education, Networks, Telephone Communication Systems, *Telephone Instruction, *University Extension

Identifiers—Educational Telephone Network, FM Radio, Frequency Modulation Radio, Subsidiary Communications Authorization, *University of Wisconsin

In the last four years, University Extension, the University of Wisconsin, has developed two new communications, the Educational Telephone Network (ETN) and Subsidiary Communications Authorization (SCA). ETN is an interacting, party-line type connection which links instructors with remote classrooms in courthouses, hospitals, and universities. SCA is an electronic technique which allows a second signal to be broadcast on an FM channel and received only by individuals with the appropriate multiplexing receiving equipment. Both systems have been used to deliver educational programing with a typical format consisting of lecture sessions followed by question and answer sessions. Each can be used to provide broad dissemination of community service messages. (EMH)

3400 CURRICULUM MATERIALS

(429)

ED 118 967

Fitzgerald, Thomas P.

Relationship Between Performance and Interest in Adult Education.

Pub Date 75

Note—14p.; Paper presented at the National Reading Conference (St. Petersburg, Florida, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education, Adult Students, Learning Motivation, *Performance Factors, Readability, *Reading Material Selection, *Reading Research, *Student Interests

Focusing on readability and interest factors of instructional materials for adult education, the study examined the possible relationships between performance and expressed interest in individual reading passages and in categories of passages. Passages on one of three levels of difficulty were administered to 180 adult education students from three New York State instructional centers. Students then answered multiple choice questions evaluating their comprehension of the materials and rated each selection according to interest level and category interest. Data analysis indicated negative correlations between passage interest and performance at the easy and difficult materials levels and a high positive correlation with moderate material. Positive correlations were indicated between performance and interest by categories for all subjects; categories ranked from most interesting to least interesting were: people, functions of the body, animal life, history, and environment. It appears that the readability leveling may not feature all the factors influencing comprehensibility of material for adults and that low reader groups may be more sensitive to interest by category of material than high reader groups. Further study is needed to examine motivation, material relevancy, and material interest in non-testing situations, as the test conditions of the study may have influenced performance over interest factors. (EA)

(430)

ED 130 242

Sticht, Thomas G., Ed. Zapf, Diana Welty, Ed.

Reading and Readability Research in the Armed Services. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.; Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Navy Personnel Research and Development Center, San Diego, Calif.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No—HumRRO-FR-WD-CA-76-4

Pub Date Sep 76

Contract—N00014-76-C-0312

Note—316p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Adult Basic Education, *Armed Forces, *Functional Reading, *Literacy Education, Literature Reviews, *Readability, Reading Research, Research and Development Centers, *Speech Skills, Technical Writing, Textbook Evaluation

The Conference on Reading and Readability Research in the Armed Services brought together reading, technical writing, and readability experts from civilian research and development (R & D) centers with R & D specialists from the armed services for discussion of reading and text-design problems in the military. This report of the proceedings includes perspective papers prepared by research workers representing the air force, army, and navy; the comments and suggestions made by the civilian consultants; and recommendations for future R & D in the services. Major recommendations stressed the need for each service branch to develop a comprehensive plan leading toward a total career-development program; the need for functional, job-related literacy training; the need to consider oral skills as well as literacy skills; and the need for more basic research. (Author/AA)

(431)

ED 132 244

Simpson, Edwin L. Loveall, Philip W.

Preparing and Selecting Printed Educational Materials for Adult New Readers. Information Series No. 9.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—105p.

Available from—Northern Illinois University, NIU Information Program, 204 Gabel Hall, De Kalb, Illinois 60115 ($4.25)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Basic Education, Adult Educators, Adult Literacy, *Adult Reading Programs, Adult Students, Content Analysis, *Educational Needs, *Evaluation Methods, Guidelines, *Literacy Education, *Reading Material Selection, Research Reviews (Publications), State of the Art Reviews

This study, in the form of a research review, is designed to aid adult educators as they work in curriculum development and materials selection activities. Its purpose is to provide a guide for evaluation by providing recommended guidelines for the analysis of learning material, a suggested instrument for evaluation, and how to use the instrument. The major contents are grouped under six headings: (1) Background and Scope of the Study, (2) Significant Findings from Major Literacy Studies and Programs, (3) Readability, which emphasizes the physical characteristics of adult education materials, (4) Content Analysis, (5) Expressed Needs of Readers and Their Selections, and (6) Implications for Adult Educators. The appendixes cover half the document and include a complete description of the suggested evaluation instrument: Material Analysis Criteria (MAC) Checklist; an example of evaluation of materials using the MAC Checklist; and selected data from the Lyman study. (WL)

(432)

ED 142 933

Zingman, Doris E. Simon

Readability and Mass Political Literature: The 1976 Presidential Election Campaign.

Pub Date Jun 77

Note—72p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Literacy, *Adults, Information Dissemination, Mass Media, Masters Theses, Media Research, *News Media, *Newspapers, *Periodicals, Politics, *Readability, Reading Ability, *Reading Level

This study was conducted to determine the reading difficulty of commonly available, mass political literature, thereby to determine the reading level necessary to comprehend the bulk of these materials. Material was sampled from three issues of each source--three newspapers and three magazines--during convention and election time

periods. To determine reading level, the Flesch Reading Ease Index and the Fry Nomograph were used. Total readability varied from the tenth to eleventh grade level in magazines, according to the Fry scale, to college level in newspapers, according to the Flesch scale. Statistical studies indicate that some 44 million United States citizens over age 25 have not completed twelfth grade and that 45 million read on the eighth grade level or below. Subsequently, the study concludes that approximately 45 million people—37% of the adult population—would experience difficulty in reading the materials sampled and that election materials from commonly available newspapers and magazines were too difficult to serve the purpose of informing the public. (Author/RL)

(433)

ED 147 775
Lloyd, Bruce A.
A Reading Improvement Program for Mature Adults.
Pub Date 76
Note—13p.; Reprint from "Forum for Reading," November 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Developmental Reading, Individual Instruction, Instructional Materials, Post Secondary Education, Program Evaluation, *Reading Improvement, Reading Instruction, *Reading Programs, *Reading Rate, *Reading Skills, Small Group Instruction
In a special developmental reading program designed to improve the reading skills of personnel employed by the Michigan Employment Security Commission, 40 vocational-development specialists were given six weeks of intensive reading instruction. Half of the class time was devoted to use of the PARADIGM lessons, which include activities for the development of increased perceptual speed and span of recognition, vocabulary, and reading comprehension, and to use of the Educational Developmental Laboratories Controlled Reader Program, which involves reading filmstrips and completing work in an accompanying workbook. The other half of the class time was used for small-group activities and individual conferences. Analysis of pretest and posttest scores indicated that significant gains were made in reading speed but not in vocabulary or comprehension. Subjective evaluation of the program was overwhelmingly favorable, and out-of-class behavior substantiated the subjective findings. (GW)

(434)

ED 148 121
Mulfinger, F.
Les Fonctionnaires Europeens et L'Apprentissage du Francais, Langue Etrangere. Melanges Pedagogiques, 1975.
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
Pub Date 75
Note—18p.; In French ; Contains occasional small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Adult Students, *Autoinstructional Methods, Communicative Competence (Languages), *French, Government Employees, Independent Study, Individual Study, Instructional Materials, *Language Instruction, Language Skills, Language Usage, Learning Modules, Listening Comprehension, *Second Language Learning, Student Characteristics, Student Needs, *Teaching Methods, Written Language
This paper describes a teaching strategy involving authentic material in a semi-autonomous learning situation (European civil servants working in the Common Market Administrations in Brussels). A general description of the learners in terms of their backgrounds (ethnic, educational and social) and the conditions and surroundings of their learning is given. To describe the needs of this type of learner, the categories put forward by R. Richterich are used; the language skills most important to these learners and the communicative functions they were supposed to handle are pointed out. The pedagogical guidelines are described, and the problems met during the selection of the documents are presented: obsolescence, lexical difficulty, and topical interest. The material is grouped together in modular packages. These packages include written as well as oral material recorded on tape. Examples taken from a particular package are given: exercises on written comprehension, oral expression, listening comprehension and suggestions for functional presentations. Some ways of using the packages outside the classroom situation are suggested. (Author/CLK)

(435)

ED 149 285
Friedman, Lynn Beth M.
The Initial Teaching Alphabet and the Functionally Illiterate Adult: A Review of Selected Literature and Development of Experimental Materials.
Pub Date 77
Note—117p.; M.A. Thesis, Emory University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Adult Basic Education, Formative Evaluation, *Initial Teaching Alphabet, Masters Theses, *Program Development, *Reading Instruction, *Remedial Reading, Tutoring
Materials in the Initial Teaching Alphabet (ITA) were developed for use in remedial reading instruction of functionally illiterate adults. These materials were used for an experimental tutorial session totalling 20 hours of instruction and two hours of testing and interviewing. The tutorial sessions provided a case study for use in formative evaluation; an outline for a full summative evaluation is also included. The study concludes that ITA can be useful as an instructional medium for functionally illiterate adults, especially those with negligible or minimal reading skill levels. (Author/AA)

(436)

EJ 161 801
A Comparative Study of Two Adult Literacy Primers Shankar, Ram, *Indian Journal of Adult Education*, v38 n1, pp28-36, Jan 77
*Literacy Education, *Reading Materials, *Academic Achievement, *Reading Development, *Illiterate Adults, *Textbooks, Educational Research, Adult Literacy, Comparative Analysis, Instructional Materials, [*India]
A field experiment conducted to make a comparative study of two adult literacy primers indicated that if two comparable groups of adults are subjected to a literacy training course using the two different primers for an equal period of time, there is no significant difference between the literacy attainment level of the two groups. (TA)

(437)

EJ 181 395
Everyday Materials Improve Adults' Reading Manning, Diane Thompson, *Journal of Reading*, v21 n8, pp721-4, May 78
*Reading Materials, *Reading Research, *Adult Reading Programs, *Newspapers, *Paperback Books, *Reading Instruction, Adult Basic Education
Describes a project in which adults used everyday material such as newspapers and paperbacks as the core of instruction. (MKM)

3500 COMMUNICATIONS—INSTRUCTIONAL DEVICES

(438)

ED 112 838
Rothenberg, Donna
Continuing Professional Education: Status, Trends, and Issues Related to Electronic Delivery.
Washington Univ., St. Louis, Mo. Center for Development Technology.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.
Report No—WU-CG-75-5
Pub Date Aug 75
Note—75p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Closed Circuit Television, Communication Satellites, Cost Effectiveness, Data Bases, *Delivery Systems, Educational Technology, Educational Television, Electronic Equipment, Engineering Education, *Extension Education, Information Networks, Inservice Education, Law Instruction, Medical Education, *Professional Continuing Education, *Professional Education, Resource Allocations, *State of the Art Reviews, Teacher Education, *Telecommunication, University Extension
Identifiers—Alaska, Appalachia, ATS 6, Pacific Northwest, Rocky Mountain Region
Continuing professional education for teachers, doctors, lawyers, and engineers is examined in terms of its potential for large-scale electronic technology. For each profession, a profile is provided, and current continuing education programs and use of electronics in each field are described. These include satellite projects, in-house and closed circuit television, telecommunication, and computer networks and data bases for research. The findings indicate that the use of electronic technology in professional continuing education will be continued, and probably expanded. (SK/LS)

(439)

ED 112 934
Harris, William P. Rodgers, Ronald E.
Lincoln Laboratory LTS-38 Training System: Application to Teaching Essential Mining Skills. Technical Report No. 515.
Massachusetts Inst. of Tech., Lexington. Lincoln Lab.
Spons Agency—Bureau of Mines (Dept. of Interior), Washington, D.C.
Report No—USMB-HO-346079
Pub Date 15 Jul 75
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Vocational Education, *Computer Assisted Instruction, Individualized Instruction, *Industrial Education, *Industrial Training, Program Descriptions, Research Reviews (Publications), *Teaching Machines, *Technical Education
Identifiers—*Lincoln Terminal System
The Lincoln Terminal System is described as a device with the capability to deliver technical information, to monitor student performance, and to assure learning in industrial training. The experimental hardware and the lesson material for the system were tested in two mine maintenance schools and the results show that: (1) student users of the system improved substantially on tests; (2) students found the material and the means of presentation acceptable; and (3) supervisors were favorable to the use of the system. Mine training instructors will proceed to format instructional materials for computer instruction. Field test results and sample lessons are provided. (EMH)

(440)

ED 126 890
Kenney, Brigitte L. Estevez, Roberto
Video and Cable Communications; Guidelines for Librarians.
American Library Association, Chicago, Ill. Information Science and Automation Div.
Pub Date Dec 75
Note—84p.
Available from—Information Science and Automation Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($3.50)

Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Cable Television, Community Education, *Community Resources, Community Services, Educational Television, *Guidelines, Information Centers, Information Dissemination, Library Automation, Library Cooperation, *Library Services, Mass Media, Programing (Broadcast), *Public Libraries, Technological Advancement, Telecommunication, Video Equipment, Video Tape Recordings
Identifiers—Cable Television Franchising
Presented are guidelines developed when the video/cable study committee of the American Library Association examined the possibilities for the use of video technology and cable television to extend library services. Information is included on planning for implementation and use of video technology and cable systems. The nature of various video equipment and software systems is cataloged and evaluated. The document concludes with a discussion of the library as a center for community education and organization. A checklist for librarians who wish to implement library programing, expand community resources, or introduce a cable system is provided. A bibliography and a list of major television markets are appended. (CH)

(441)

ED 134 145
Warren, Kenneth L.
Instruction: Overcoming the God-Never-Meant-You-Should-Do-It-That-Way Syndrome.
National Association of Educational Broadcasters, Washington, D.C.
Pub Date 25 Oct 76
Note—13p.; Speech given before the National Association of Educational Broadcasters (Chicago, Illinois, October 25, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, Adult Education Programs, Course Evaluation, *Curriculum Development, Educational Radio, Educational Technology, *Educational Television, High School Equivalency Programs, *Program Effectiveness, Program Evaluation, *Systems Approach, Television Teachers
Identifiers—Kentucky Educational Television, NAEB, National Association of Educational Broadcasters
This presentation, through examples and practical suggestions, shows how systematic design can make instructional telecommunications more effective and efficient. There are several approaches to the design of systematic instruction; one example is the system used by Kentucky Educational Television in an instructional series preparing adults for the GED High School Equivalency certificate. That system was composed of seven steps: (1) determination of objectives, (2) identification of content needed; (3) selection of instructional strategy; (4) production of programs and materials; (5) validation of the instruction; (6) promotion and utilization of the materials, and (7) evaluation. The systematic approach may involve a team effort in developing television based instruction. This is both useful and dangerous, and is endorsed providing that it is recognized that the road from conception to completion is not likely to be smooth, and that there exists some final point or locus of decision. (WBC)

(442)

ED 135 371
Lucas, William A.
Moving from Two-Way Cable Technology to Educational Interaction.
Rand Corp., Santa Monica, Calif.
Report No—P-5704
Pub Date Aug 76
Note—13p.; Paper presented at the National Telecommunications Conference (Dallas, Texas, November 29 - December 1, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education Programs, *Cable Television, High School Equivalency Programs, *Home Instruction, Home Study, Innovation, *Man Machine Systems, *Program Development, Television Curriculum, Television Teachers
Identifiers—Spartanburg Technical College SC
This paper deals with the use of two-way interactive cable television for adult education in Spartanburg, South Carolina. To make home data terminals both reliable and simple, a light remote handset was designed to connect to a basic modem that could be stored under a television set. The system could be operated in three modes by the television teacher: a formal mode for asking formal questions and recording the responses; an informal mode for asking casual questions; and a student-initiated mode which delivered one of eight pre-determined messages to the teacher. The results of the program are encouraging, and there is evidence that students felt that their teachers cared about their progress in a personal and individual way. (WBC)

(443)

ED 148 312
Fitzpatrick, Jody L. Merriens, Donna M.
Follow-up Studies of the Appalachian Education Satellite Project Experimental Phase.
Appalachian Regional Commission, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 77
Contract—76-100C0-3009A-76-C2-0E-0226
Note—67p.; For related documents, see ED 125 594-595
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Education, *Communication Satellites, Educational Television, *Inservice Teacher Education, Professional Continuing Education, Reading Diagnosis, *Reading Instruction, Telecommunication, *Telecourses, Television Research, Television Surveys
Identifiers—*Appalachian Education Satellite Project
This report presents the results of followup studies concerning participants' attitudes and reactions to two courses delivered during the experimental phase of the Appalachian Education Satellite Project (AESP). Graduate level teacher training was the objective of the courses, entitled Diagnostic and Prescriptive Reading Instruction and Career Education for Secondary Teachers. Participants were asked to indicate the extent to which they had been able to implement techniques taught in the courses and to react to various components of course structure and administration. The report also provides research methods including subject data and instrumentation, research conclusions, and effects of the study on subsequent course revisions. (Author/STS)

(444)

ED 149 793
Brown, Laurence A.
Learner Responses to the Use of Television in UMA Courses. Working Paper No. 8.
University of Mid-America, Lincoln, Nebr.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 75
Contract—NIE-G-75-001
Note—98p.
Available from—Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Adult Education, *Course Evaluation, Course Organization, Educational Television, Higher Education, *Instructional Materials, Material Development, *Student Attitudes, *Telecourses, Television Curriculum, *Television Research
Identifiers—University of Mid America
The purpose of this paper is to present and discuss learner responses to the television component of the various courses developed or offered by the University of Mid-America (UMA). Implications for courseware development are outlined, and research questions to be addressed are suggested. Four courses were offered by UMA: (1) Accounting I, (2) Introductory Psychology, (3) Consumer Experience, and (4) Making It Count. Data were principally gathered from evaluation forms submitted by learners both during and at the end of the courses. Principal findings are discussed for each course. General findings suggest that (1) learners consider the television programs to be helpful to very helpful; (2) the broadcast television component served an important pacing function; (3) the television component is less important in learner study than other components; (4) learners respond positively to television programs where its role is perceived as presenting material clearly related to explicit course objectives; (5) learners respond negatively to the aspects of television perceived as entertainment; and (6) learners seem more satisfied with television programs when material of clear importance in the course is presented in a different manner from the way material is covered in other components. Course evaluation forms and interview protocols are furnished as appendices. (Author/DAG)

(445)

ED 152 248
Giltrow, David
Three Conundrums: Several Uncomfortable and Perennial Issues in Instructional Technology.
Academy for Educational Development, Inc., Washington, D.C. Information Center on Instructional Technology.
Pub Date Jan 76
Note—12p.
Journal Cit—Instructional Technology Report; n13 Jan 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, *Communication Problems, *Credibility, Educational Development, Educational Radio, *Educational Technology, *Educational Television, *Evaluation Methods, Folk Culture, Higher Education, Instructional Technology, Mass Media, Part Time Students
Identifiers—University of Mid America NE
The conundrums discussed are: (1) Can media be used for instruction when people feel that its purpose is purely entertainment? (2) How much credibility can there be in messages originating from mistrusted sources? and (3) Is comprehension related to the sophistication of technology used in instructional presentations? Also in this issue: Brajesh Bhatia discusses the evaluation of mass communications in terms of questions to be answered and designs to be used; Ronald Cross describes the University of Mid-America as an example of higher education reaching part time adult learners through educational technology; Selma Dublin reports on a successful use of folk media and radio in Malaysia. (Author/STS)

(446)

ED 153 182
Munro, Allen And Others
A Formative Evaluation of a Computer-Based Instructional System for Teaching Job-Oriented Reading Strategies. Technical Report No. 84.
University of Southern California, Los Angeles. Behavioral Technology Labs.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Bureau No—BW10
Pub Date Jan 78
Contract—N00014-77-C-0328
Note—62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adults, *Autoinstructional Methods, *Computer Assisted Instruction, Formative Evaluation, *Individualized Instruction, *Learning Activities, *On the Job Training, Post Secondary Education, Reading Programs, *Reading Skills
Identifiers—*PLATO IV
A computer-based aid to self-directed learning, developed to meet the needs of on-the-job trainees, has been implemented on the PLATO computer system using the touch-panel capability of the PLATO-IV terminal. This document describes the training sequence for the self-directed learning system, the system's task domains, task elements (the sentence generator and the essay generator), and a cognitive model for self-directed learning. Although results from a pilot experiment do not indicate that the computer-based system significantly improved learning ability, the interpretation of those results provides directions for future research. (RL)

(447)

ED 153 622
Berrigan, Frances Gibson, Anne
Radio and Audio-Vision in the British Open University: Towards Individualization.

Pub Date 77
Note—13p., Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education Programs, Adult Students, Audiovisual Aids, *Educational Radio, External Degree Programs, *Higher Education, *Individualized Programs, *Instructional Materials, *Magnetic Tape Cassettes, Mass Media, Open Education, Tape Recordings, Visual Aids
Identifiers—*Open University (Great Britain)
In 1977, almost 60 percent of all Open University courses were using audio and visual media in combination: either sound broadcasting with visual materials or audio-vision with the sound distributed on cassette or discs. Research has shown that students prefer radio-vision to radio alone. It appears that future growth may be in the area of audio-vision and away from dependence on radio as the sound source. This is the result of a growing need to cater to the individual learner and to optimise the learning opportunity. It is possible that the growth of audio-vision will enable radio to develop a more appropriate and significant learning role. Research relating to radio-vision and audio-vision is described. (Author/STS)

(448)

ED 154 836
Walter, Gerard And Others
The Evaluation of a Computer Assisted Instruction Drill Program for Increasing Language Skills of Young Deaf Adults.
National Technical Inst. for the Deaf, Rochester, N. Y.; Rochester Inst. of Tech., N.Y.
Pub Date Dec 75
Note—71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Education, Classroom Communication, Comparative Analysis, *Computer Assisted Instruction, *Deaf Education, *Educational Research, Educational Technology, Instructional Technology, Intermode Differences, *Language Skills, Post Secondary Education, Reading Skills, Writing Skills
This study compared two methods of English instruction for adult deaf students: a computer assisted instructional treatment, and a normal classroom environment. The results indicate that no significant difference in learning occurred between the two treatments, based on the reading and writing skills achieved by students during an instructional series at the National Technical Institute for the Deaf. The lack of clear results may have been caused by specific difficulties in the design of the experiment. These design problems and implications for future research are discussed. (Author/STS)

(449)

EJ 154 445
Technology in Nonformal Education: A Critical Appraisal Evans, David R., *Comparative Education Review*, v20 n3, pp305-27, Oct 76
*Nonformal Education, *Critical Thinking, *Locus Of Control, *Educational Technology, *Educational Strategies, Educational Development, Program Evaluation, Learning Processes, Mass Media, Program Descriptions
Focuses on the relationship between communications technology and the human organizational setting within which it is used. Suggests that program effectiveness is determined more on the basis of how much learner involvement and control exists than on the delivery of a predetermined set of centrally prepared messages to learners. (Editor/RK)

(450)

EJ 160 771
Continuing Education at a Distance: Evaluating Audiovisual Packages and Telephone Seminars in Behavior Modification Courses for Practising Teachers and Allied Professionals Saflofske, D. H.; And Others, *Programmed Learning and Educational Technology*, v14 n1, pp13-25, Feb 77
*University Extension, *Telephone Instruction, Audiovisual Instruction, Inservice Teacher Education, Behavior Change, Course Evaluation, Course Organization, Professional Continuing Education, [Distance Teaching]
The authors designed two courses which had as their core a common audiovisual package but which differed in the type of presentation used. One maximized face-to-face teaching, the other was conducted by telephone. Performance data and course evaluation are discussed. (BD)

(451)

EJ 164 987
Developing Mass Audiences for Educational Broadcasting: Two Approaches Gunter, Jonathan; Theroux, James, *Prospects: Quarterly Review of Education*, v7 n2, pp288-98, 77
*Adult Education, *Educational Radio, *Program Content, *Instructional Media, *Comparative Education, Foreign Countries, Comparative Analysis, Mass Media, Broadcast Industry, [Ecuador, Latin America]
Describes two mass media educational programs in Ecuador which utilize radio as an instructional medium. One stresses professionalized communication and has adapted American commercial advertising methods. The other stresses participatory communication and has extended the community development methods of the rural Latin American parish priest. (Author/AV)

(452)

EJ 175 200
Distance Education in Poland: The Televised Technical Agricultural School Barcikowska, Wanda, *Literacy Discussion*, v8 n2, pp89-109, Sum 77
*Correspondence Study, *Instructional Innovation, *Educational Television, *Program Development, Developing Nations, Educational Research, Experimental Programs, Adult Education, Secondary Education, Instructional Technology, [*Poland]
Describes an experiment with adult education conducted in Poland in which television is used in out-of-school secondary level agricultural courses, often called correspondence secondary schools. (EM)

(453)

EJ 175 483
Two-Way TV Technology and the Teaching of Reading Bazemore, Judith S., *Journal of Reading*, v21 n6, pp518-24, Mar 78
*High School Equivalency Programs, *Adult Reading Programs, *Reading Research, *Cable Television, *Television, Adult Basic Education, [*Two Way Television]
Two-way cable television proved to be an effective way to provide instruction in GED and pre-GED skills in Spartanburg, South Carolina. (MKM)

3600 LEARNING FACILITIES

(454)

ED 134 267
Harrison, David And Others
Downtown Study Centre--Nanaimo. First Annual Report, 1975-76.
Malaspina Coll., Nanaimo (British Columbia).
Spons Agency—Nanaimo Community Employment Advisory Board (British Columbia).
Pub Date Nov 76
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Counseling, Community Colleges, Demonstration Projects, Educational Alternatives, Educational Counseling, *Junior Colleges, *Off Campus Facilities, *Outreach Programs, Program Evaluation, Student Characteristics
This report describes the 1975-76 operations of the Downtown Study Centre, a demonstration project offering service in adult basic education and advisement. The center offered "start anytime" open-entry, open-exit courses in English and mathematics at all levels, from basic literacy and numeracy through grade 12 equivalency. During 1975-76, 189 adults studied at the center. Of this group: (1) 165 were between 17 and 44 years of age; (2) 14 were unemployed; (3) the majority engaged in studies for the purpose of self-improvement and enhancement of employment potential; (4) 39 received a grade 12 diploma; and (5) 60 obtained or returned to a job. Overall, the project was evaluated as successful since it provided adult basic education service to individuals suffering educational handicaps. In terms of the advisement function of the project, it was estimated that the Centre responded to approximately 1,200 inquiries during the year, and that in-depth advisement was performed in approximately 360 cases. Appended are a flyer describing the purposes and offerings of the Centre, a background and brief chronology of Centre funding proposals and difficulties, and a statement of operating expenses for 1975-76. (JDS)

3800 PERSONNEL AND STAFFING

3820 Personnel Selection Policies and Practice

(455)

EJ 179 849
An Indicator for Evaluating Sanitarian's Improvement Potential Lao, Y. J., *Journal of Environmental Health*, v40 n2, pp101-3, Sep/Oct 77
*Adult Learning, *Educational Research, *Employment Potential, *Environmental Technicians, *Sanitation Improvement, Academic Achievement, Correlation, Inservice Education, Locus Of Control, Sanitation, Science Education
This study was conducted to find a method to assess a sanitarian's learning potential both before hiring and in service. Found that past achievement (educational level) was the most important factor in predicting achievement on tests; improvement during inservice was more closely related to motivation. (MR)

3900
Staff Training

(456)

ED 120 357

Palmatier, Robert A. And Others

HELP: Inside and Outside the Tutoring Agency. Instructional Concept Guide No. 4.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—23p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Agency Role, *Ancillary Services, Communication Problems, *Community Services, Paraprofessional Personnel, Problem Solving, *Student Problems, Student Teacher Relationship, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (trianing and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Four suggests sources of assistance with tutoring problems. In information addressed to the tutor, the following step-wise plan for identifying and solving problems is presented: reviewing records kept on tutoring activities, seeking the student's view of the situation, stating the problem in writing, and consulting with the tutor supervisor. Possible problem areas and aids to finding solutions are discussed including finding and selecting materials for instruction, seeking information from outside agencies, becoming personally involved in students' problems, and making the student aware of community services from which he may benefit. Appended are sample listings of service agencies found in most communities. (Author/MS)

(457)

ED 150 281

Hole, F. Marvin And Others

Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Bureau No—512-14(8970)

Pub Date Jun 77

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Educators, Adult Vocational Education, Demography, Educational Interest, *Educational Needs, Educational Research, Faculty Development, Inservice Teacher Education, Needs Assessment, Opinions, Part Time Teachers, State Surveys, *Teacher Attitudes, Teacher Evaluation, Teacher Qualifications, Teaching Quality, *Teaching Skills, *Vocational Education Teachers

Identifiers—Pennsylvania

A study was done to determine demographic characteristics, inservice needs, and preferences toward inservice activities of part-time adult vocational teachers in Pennsylvania. A survey instrument was sent to 4,141 individuals currently teaching adult vocational classes in Pennsylvania. The respondents were asked for background information, their perceptions of desire for and acquired proficiency levels in thirty-four competency areas, and their preferences toward inservice activities. The results of this study found (1) that most adult vocational teachers were teaching at the secondary level full-time and at the adult level part-time, (2) that the majority of adult vocational teachers held no valid teaching certificate and were not pursuing any type of degree or certificate, (3) that adult vocational teachers perceived themselves as being less proficient than desired for adult vocational teachers in most competency areas, (4) that the competency areas in which adult vocational teachers needed to improve their proficiency to the largest degree were in providing special instruction or assistance to second language or disadvantaged and handicapped students, and in utilizing an advisory committee to determine student and community needs, and (5) that although adult vocational teachers differed on the preferred strategies for carrying out inservice activities, 75% indicated a willingness to participate. (The survey instrument and a table showing the respondents' status in thirty-four competency areas are appended.) (Author/EM)

(458)

ED 152 958

Hole, F. Marvin And Others

Coordinated Inservice Activities for Part-Time Adult Vocational Teachers in Pennsylvania. Final Report. Vocational-Technical Education Research Report. Monograph No. 3, Vol. 15, No. 9.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date Jul 77

Note—62p.; For related documents see ED 147 473, ED 150 281 and CE 015 181

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Students, *Adult Vocational Education, Educational Needs, *Inservice Teacher Education, Needs Assessment, *Part Time Teachers, Program Development, Special Education, *State Programs, State Surveys, Teacher Characteristics, Teaching Methods, *Vocational Education Teachers

A project surveyed adult vocational teachers in Pennsylvania to determine their demographic characteristics and their perceived inservice needs and to design and conduct activities to address those needs. The survey instrument, after field testing and revision, contained ninety-five items subdivided into three parts: demographic data, data on inservice needs, and data on preferences for inservice activities; it was administered by mail to a total of 4,141 teachers, 1,390 of whom completed and returned it. Competency areas identified for inclusion in the inservice activities were the following: (1) providing special instruction or assistance to second language students; (2) providing special instruction or assistance to disadvantaged or handicapped students; (3) assisting students in career, orientation and job placement; and (4) relating instruction to the culturally different student. Based on the surveyed needs, ongoing inservice activities were developed in the form of two classes: Methods of Teaching in Adult Vocational Education and Meeting the Special Needs of the Adult Vocational Learner. These were presented at four locations in Central Pennsylvania, and the demographic and inservice needs assessment information was disseminated throughout the state. Participants demonstrated increased awareness of the major concerns in adult vocational education and competence included methods and techniques of teaching based on the evaluation of class activities. (Demographic and survey information and statistics are presented throughout the project report. Conclusions and recommendations are also presented. Appended information includes letters to adult vocational instructors, the survey instrument, and course descriptions and outlines.) (DTT)

(459)

ED 152 981

Hole, F. Marvin

Adult Vocational Teacher Competencies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Bureau No—61049-4

Pub Date Apr 78

Note—54p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 3-7, 1978); For related documents see ED 150 281, ED 147 473 and CE 013 431; Contains occasional light type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Vocational Education, Data Collection, *Educational Needs, Inservice Teacher Education, Knowledge Level, *Needs Assessment, *Part Time Teachers, Program Improvement, Self Evaluation, State Surveys, *Teacher Attitudes, *Teaching Skills

Identifiers—*Pennsylvania

As part of a larger study to investigate the backgrounds and professional inservice needs of part-time adult vocational teachers in Pennsylvania, research was conducted to identify and assess adult vocational teacher competencies. Following a literature review, a survey instrument was devised which listed thirty-four competencies (basically adopted from research done in 1975 by the Center for Vocational Education, Ohio State University) over the following areas: program planning, development, and evaluation; guidance; classroom management; and providing instruction to special groups. It was mailed to 4,141 teachers, 1,390 of whom completed and returned it. Respondents were asked to select one of five proficiency levels they felt adult vocational teachers should have in each competency area, then they were asked to indicate their own present proficiency level for each competency. Findings were grouped by vocational regions in the state. In most every competency area teachers rated their acquired proficiency level lower than the level desired. Comparisons were made between results for teachers in different employment categories (e.g., full-time teachers; part-time teachers employed full-time elsewhere). Competency areas identified as major elements of concern were these: providing special instruction or assistance to disadvantaged or handicapped students and to second language students; utilizing advisory committees; implementing and supervising activities of student vocational organizatons; and recognizing special characteristics of the adult learner. (The questionnaire and competency list with parallel data summary are appended.) (DTT)

(460)

ED 154 170

Berry, Arthur O.

Competency Based Adult Vocational Education through Performance Based Teacher Education--"An Implementation Delivery System." Final Report.

Maine Univ., Portland-Gorham. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60059

Pub Date Jan 78

Grant—G007604116

Note—97p.; Some pages in the appendixes will not reproduce well due to faint, broken type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Vocational Education, Curriculum Development, Individualized Instruction, Individual Study, Inservice Teacher Education, Instructional Improvement, *Job Skills, *Performance Based Education, *Performance Based Teacher Education, Post Secondary Education, Program Descriptions, Program Development, Teacher Evaluation, *Vocational Education Teachers

Identifiers—Maine (Aroostook County)

A project was designed to develop a system that would prepare adult vocational instructors to design, develop, and implement competency-based programs for their students. Additional objectives included identifying occupational competencies, developing and field testing vocational materials, and evaluating participating instructors' teaching competencies. The project utilized a competency-based staff development program for adult educators developed in 1975-76 at the University of Maine. The teacher-instructor competencies developed by the Center for Vocational Education at Ohio State University were selected as a basis for the program. Twenty adult vocational instructors from the Northern Maine Vocational Planning District were selected to participate. Individualized plans developed for each participant provided a basis for completion of the competencies in the various subjects represented. Among project outcomes were the following: the major objective was achieved; teachers were receptive to competence as a basis for profes-

sional evaluation and responded positively to individualized self-directed study; and though the project did not achieve its goal of developing finished modules (twelve are currently being revised and edited) for state distribution, vocational instructors in Aroostook County (Maine) became a focus for improvement in teaching. (Appendix material, which comprises the bulk of this document, includes project-related information such as a program review, lists of participants and staff, and three sample modules.) (DTT)

(461)

ED 110 852

Elliott, Elizabeth

Social Indicators and Program Evaluation.

Pub Date Apr 75

Note—14p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Education Programs, Evaluation Methods, Models, *Program Evaluation, *Social Factors

Identifiers—*Social Indicators

The paper examines the concept of social indicators as ways of evaluating macro level adult education programs. In general social indicators deal with social factors which affect the quality of life of the population. Social scientists are recognizing the need for both economic and social indicators. Even as the need for social indicators is discussed, the problems which may be associated with their use(questions of measurement, the reduction of social indicators into economic terms, the definition of quality of life) are recognized. Typical social indicators include: health, public safety, education, employment, income, housing, leisure and recreation, and population. In assessing adult education programs with respect to social indicators, the time factor seems to be crucial. In a model evaluation the procedure moves from focusing on a social concern (one source of program objectives) to identifying appropriate social indicators, to collecting evidence, to comparing the evidence to the social indicators. As the program is judged and referred back to the social concern, the cycle starts again, presumably at a more advanced point in relation to the social concern. All adult educators need to work to establish evaluative procedures which attend to qualitative as well as quantitative aspects of program output. (JR)

(462)

ED 111 379

Phelps, Thomas C.

Program Measurement and Evaluation; The Utilization of Data and Its Relationship to Program Planning and Implementation Within Library Operations.

Salt Lake City Public Library, Utah.

Pub Date May 75

Note—38p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Adult Education, Data Analysis, *Data Collection, *Independent Study, Library Extension, *Library Programs, Library Services, Measurement Goals, *Program Evaluation, Public Libraries, Questionnaires, Statistical Data, Tables (Data), *Use Studies

Identifiers—ALA 75, Utah (Salt Lake City)

The data gathering forms and activities developed during the planning and implementation of an adult independent study and guidance program at the Salt Lake City Public Library are described. The need for a utilization of this data is outlined, and the study's goals and objectives are stated. Appendixes contain flow charts of the Salt Lake City Public Library operations model, examples of the interview form, a progress report form, user evaluation form, consultant's evaluation form, coding charts, and an example of the library's summary table for the four month pilot phase. A table summarizing user and nonuser characteristics is also given. (Author/DS)

(463)

ED 112 788

Ray, Robert F. And Others

Program Evaluation. Title I of the Higher Education Act.

National Advisory Council on Extension and Continuing Education, Washington, D.C.

Pub Date 31 Mar 75

Note—103p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Adult Education Programs, Educational Assessment, *Educational Finance, *Educational Legislation, Federal Aid, *Federal Legislation, *Higher Education, Laws, Legal Responsibility, *National Programs, Part Time Students, Program Evaluation, State Aid, State Federal Support

Identifiers—*Higher Education Act Title I

The overall effectiveness of Title I is assessed, particularly successful projects are indicated, and means for replicating and expanding worthy projects are recommended. It is concluded that the program has demonstrated the interest and capacity of postsecondary institutions and communities to engage in cooperative problem-solving efforts. Several recommendations are specified: (1) reauthorization by Congress of Title I at the currently authorized level of $50 million annually; (2) establishment of a Bureau of Continuing Education and Community Service within the Office of Education; (3) delegation of responsibility to the National Advisory Council on Extension and Continuing Education for advising the secretary of HEW on programs relating to the financial and educational well-being of all adult part-time students in postsecondary education; (4) amendment of Title I to provide legislative authority for national emphasis programs, and for financial aid to give technical assistance to state agencies for program development and operational planning; (5) OE provision of technical assistance and guidelines for state programs; (6) increase in state administrative allotments; and (7) increased state-federal cooperative efforts. (LBH)

(464)

ED 114 431

Olien, C. N. And Others

A Social Systems Approach to Evaluation Research.

Pub Date [Apr 75]

Note—14p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education Programs, Audiences, Delivery Systems, *Educational Television, Elementary Education, Evaluation, *Information Dissemination, Mass Media, *Models, Nutrition Instruction, Organization, Prediction, *Program Evaluation, Research, Social Action, Social Systems, Student Reaction, *Systems Analysis

Identifiers—Mulligan Stew

An information-control systems model for evaluation of adult education programs is offered and illustrated. The model is based upon identifying principal subsystems, such as source, channel and audience, which are involved in initiation, production, delivery and reception of educational messages. These subsystems are seen as separate but interdependent, having the power singly or jointly to make crucial decisions about generation, dissemination or withholding of information. The extent to which these subsystems may in fact exert such controls has been demonstrated in a variety of research studies, many in the mass communication area. Specific application of the model is illustrated in the evaluation of the "Mulligan Stew" television series which, although directed at a young audience, has implications for evaluation of any adult education program which involves extensive use of the mass communications media. The study included before-after student responses in eight schools and estimates of such response from nutrition specialists, information specialists, television station personnel, and teachers. In terms of final outcome, the Mulligan Stew results generally and strongly support the information control systems model, and testify to its utility in evaluational research. (RC)

(465)

ED 114 674

Meadows, Jack

Evaluating Statewide Programs of Adult Basic Education: A Design With Instrumentation.

Columbia Univ., New York, N.Y. Center for Adult Education.

Pub Date 75

Note—152p.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Students, Educational Objectives, *Evaluation Methods, Inservice Teacher Education, Instruction, Interagency Cooperation, Personnel, Program Evaluation, *Questionnaires, Recruitment, State Programs

Identifiers—Iowa, *Perspectives Discrepancy Assessment

Designed to assist evaluators of statewide programs for Adult Basic Education (ABE), the document presents a perspectives discrepancy assessment approach. The evaluation design and instrumentation presented were used to evaluate ABE programs in Iowa, and this effort is described, together with suggestions for adapting the Iowa design to fit other Statewide programs. Six major areas of decision making are identified, with specifics showing how to analyze questionnaire data in terms of expectations and current practice: (1) goal setting, (2) instruction, (3) recruitment of students, (4) staffing, (5) in-service education for staff development, and (6) collaboration. An extended analysis examines students and staff. The instruments used in Iowa are included: evaluation committee and ABE coordinator questionnaires, covering the six major areas of decision making; teacher questionnaire, form A involving intended practice, form B involving current practice; student questionnaire, seeking student opinions about their classes; adult education director questionnaire; learning center coordinator questionnaire; Department of Public Instruction questionnaire; and co-sponsor questionnaire, involving the organization with which the ABE program co-sponsors classes. The evaluation methodology is flexible, and suggestions are made for revision of instruments and the limitation to one or more of the six areas of decision making. (LH)

(466)

ED 115 680

Ball, Samuel Anderson, Scarvia B.

Practices in Program Evaluation: A Survey and Some Case Studies.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Oct 75

Note—152p.; For related documents, see ED 103 472 and TM 004 954

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—*Adult Education Programs, *Case Studies, Data Analysis, Evaluation Methods, *Program Evaluation, Questionnaires, *Surveys, *Technical Education

This is the second of three reports in a series of theoretical and empirical investigations of program evaluation. A questionnaire survey of 200 adult, technical training programs and their

evaluations was conducted. This was followed up by site visits to 14 of them for in-depth study. The 200 programs were divided equally among Department of Defense, other federal government agencies and departments, state and local governments and agencies, and private sector commercial, business, and industrial organizations. Great diversity of programs was noted. Most evaluations involved questionnaires and interviews of program participants to obtain data to improve the program. Fully a quarter of the evaluations were unplanned and of poor quality. The exemplary evaluations subject to site visits were uneven in quality too. The survey was useful in isolating areas of concern that have subsequently become the subject of other phases of the series of studies on program evaluation. (Author/RC)

(467)

ED 120 394

Farmer, James A., Jr. Papagiannis, George

Program Evaluation: Functional Education for Family Life Planning, 3. World Education Monograph Series.

World Education, Inc., New York, N.Y.

Pub Date Oct 75

Note—68p.

Available from—World Education, 1414 Sixth Avenue, New York, New York 10019 ($4.00; 30 percent discount on 10 or more copies)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors—Adult Education, Adult Education Programs, Developing Nations, Educational Assessment, *Educational Development, Educational Problems, Educational Programs, *Evaluation Methods, *Evaluation Needs, Guidelines, Individual Development, *Nonformal Education, Program Development, *Program Evaluation, Social Development

The document focuses on the evaluation processes of educational programs in nonformal education which are designed to help adults develop new attitudes and practices particularly in developing countries. It consists of two articles which discuss basic evaluation concepts in nonformal education. The first article, Perspectives on Evaluation, by George Papagiannis, discusses various aspects of evaluation in relation to the development of educational programs designed for individual and national development. It introduces some basic concepts and problems in the effective use of evaluation and suggests that evaluation should not only involve the formal learning process and achievements of a program but also its administrative features and the relationship of the program to other facets of the social and political environment. The second article, Evaluation of Broad-Aimed Education Programs, by James A. Farmer, Jr., discusses the need to evaluate broad-aimed programs which seek to affect the quality of the learner's lives through education and to help students cope more effectively with their problems. The phases involved in mixed-scanning, a decision-making approach for evaluating nonformal educational programs, are discussed. Appended are rules for conducting an evaluation, a bibliography of materials on the evaluation of education for development, and general references. (Author/EC)

(468)

ED 120 533

Grotelueschen, Arden D. And Others

An Evaluation Planner: A Guidebook for Developing Evaluation Plans Responsive to a Variety of Contexts, Audiences, and Issues Within Adult Basic Education.

Illinois Univ., Urbana. Office for the Study of Continuing Professional Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—121p.

Available from—Office for the Study of Continuing Professional Education, University of Illinois, 130 Education, Urbana, Illinois 61801 ($3.00; $2.50 for quantity orders)

Document Not Available from EDRS

Descriptors—*Adult Basic Education, *Adult Education Programs, *Evaluation Criteria, *Evaluation Methods, Guidelines, *Program Evaluation

Systematic guidelines for evaluating programs in adult basic education are presented in the document. Program activities in adult basic education involve four main levels of activity (classroom, local, State, and Federal), each of which can profit from appropriately focused evaluation. Patterns of association among personnel and activities are present in each educational context, as well as common evaluation needs and emphases. Typical characteristics of each context are described as they exist within adult basic and adult secondary programs. Eight evaluation components, forming the basis of the planner (79 pages), are presented and are each discussed in relation to the classroom, local, State, and Federal contexts. The eight components are: purposes, audiences, issues, resources, evidence, data-gathering, analysis, and reporting. A discussion of each component is followed by a checklist containing suggestions, possibilities, and techniques in developing an evaluation design for each of the four contexts. An evaluation design worksheet is provided for each context, keyed to the topics presented in the planner. A glossary of evaluation terms and an annotated bibliography are included. (Author/EC)

(469)

ED 122 023

Greenfest, Michael Bragg, Stephen

A Methodology and Design for Evaluating Short-Term Training.

Pub Date 9 Apr 76

Note—45p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 7-9, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Evaluation Methods, Geriatrics, *Gerontology, Human Relations Programs, *Human Services, Inservice Education, *Inservice Programs, *Older Adults, *Program Evaluation, Service Workers, Workshops

Identifiers—Pennsylvania

The methodology and design implemented for the Continuing Education/Community Service Projects of the Gerontology Center at Pennsylvania State University was the first attempt to train a diverse body of service providers in aging. Identification of the population for training was a matter of exclusion rather than inclusion, with the direct service provider within the community setting as the prime target group. The implied exclusion of service providers from the institutionalized setting allowed for focused discussions on community and familial responses to aging persons rather than on institutionalized ones. Based on the assumptions gleaned from project objectives and from the limitations of short-term training with the described audience, the development of an evaluation scheme was oriented toward providing useful information for program planning and determination of increased transferability of the information provided at the sessions to field experience. The evaluation of the Social Gerontology Project workshops included gathering information from participants at three points: just prior to every session; immediately following the session they attended; and approximately six weeks after sessions had been completed. A majority of participants reported being able to use workshop information in their daily work. Appendixes include: county participation rates, session topics, and registration and evaluation forms. (Author/LH)

(470)

ED 123 410

Farmer, James A., Jr.

Evaluating Broad-Aimed Programs of Adult Education.

Pub Date 23 Mar 76

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education Programs, Educational Needs, *Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Program Evaluation

The document examines the need to develop and implement more adequate evaluation methods for broad-aimed adult education programs, and presents some suggestions. Broad-aimed adult education programs are described as those which seek to affect the quality of the learners' lives through education and to help learners cope more effectively with their problems. This type of program is generally funded under the Smith Lever Act, 1914, the Manpower Development and Training Act, 1962, Title I of the Higher Education Act, 1965, and the Adult Education Act, 1966. The paper's four sections include: (1) broad-aimed adult education defined and differentiated from other types of adult education, with three program types examined; (2) need for more adequate evaluation of broad-aimed adult education programs, examining current evaluation techniques; (3) false assumptions to be avoided when evaluating broad-aimed programs, giving examples of inappropriate evaluation methods; and, (4) toward more adequate evaluation of broad-aimed adult education programs, describing one approach and presenting various opinions. (LH)

(471)

ED 123 477

Grotelueschen, Arden D. And Others

Evaluation in Adult Basic Education: How and Why.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date 76

Note—274p.

Available from—The Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (Order Number 1793, $12.50, less educational discounts)

Document Not Available from EDRS.

Descriptors—Administrator Evaluation, *Administrator Responsibility, *Adult Basic Education, *Adult Education Programs, *Evaluation Methods, Professional Continuing Education, Program Administration, *Program Evaluation, Teacher Evaluation

The book provides a detailed rationale and illustrative instruments for adult education program evaluation, emphasizing adult basic education. It is particularly helpful to persons who have program evaluation responsibilities as a part of administrative or teaching responsibilities. Chapter 1 focuses upon the various contexts of adult basic education and provides a background for examining the relationship of evaluation to them. Chapter 2 describes various definitions, potentials, and limitations of evaluation. Chapter 3 focuses upon decisions about what ought to be evaluated and how evaluation might be conducted. Chapter 4 is an overview of administrator responsibilities that directly influence the nature and quality of instruction available in an adult basic education program. The next five chapters contain in-depth descriptions of how and why evaluation is related to five areas of administrator responsibility: determining program emphases, assessing the adequacy of program resources, ascertaining program outcomes, evaluating staff development activities, and evaluating instruction and instructors. The final chapter presents suggestions for conducting an evaluation. The book concludes with a four-page bibliography, a glossary of evaluation terms, and a reprinted version of "A Blueprint for Program Evaluation." (Author/BP)

(472)

ED 126 302

Wilkerson, F. T.

A Model for the Evaluation and Revision of Adult Vocational and Non-Vocational Programs. Final Report.

Kentucky Research Coordinating Unit, Lexington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-909

Bureau No—V28810-06

Pub Date [75]

Note—229p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Education Programs, *Community Surveys, Data Collection, Educational Research, *Models, Needs Assessment, *Program Evaluation, Program Improvement, *School Surveys, Statistical Analysis

The purpose of the research project was to develop a comprehensive evaluation model that could be used to revise and improve adult education programs. The Jefferson County School System was selected for testing the model, and the problem was to determine how adequately the system provided quality adult education programs to meet the needs of the citizens of that community. The model developed contained a contextual (community needs) component and a

program evaluation component. Research activities were organized into three phases. Phase one was a literature review to develop evaluation criteria and phase two consisted of an evaluation of programs by randomly selected samples of adult education teachers and currently enrolled students via mailed questionnaires. Additional data collection methods employed in phase three were: a general community survey, an employer survey, a secondary data analysis of community needs by review of census and employment data, and an educational census of all educational opportunities available to adults from other local education agencies. Based on an analysis of survey findings, recommendations were made for curriculum development, future research, and expanding the operating components of the model to include cost benefit and product evaluations. Appended are a bibliography, the survey instruments and cover letters, and results of the secondary data analysis. (RG)

(473)

ED 127 872

Dailey, John Scott

Program Evaluation of HEA Title I Projects in Florida. Report No. 76-5.

State Univ. System of Florida, Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Community Service Programs, *Educational Assessment, Educational Benefits, Evaluation Methods, *Higher Education, *Program Evaluation, *State Programs

Identifiers—*Florida, Higher Education Act Title I

Described is the system of evaluation used to monitor and assess the effectiveness of community service/continuing education programs in Florida funded through Title I of the Higher Education Act of 1965. It is necessary to first describe the State Agency's understanding of program evaluation and indicate the influences that contribute to that understanding. Part I indicates those influences and deals with the State Agency's understanding of the concept of program evaluation from the standpoint of definition, purpose, nature, and process. Part II describes project evaluation as it existed prior to the development of the present system, and then describes the present system as it appears in the State Agency Operation's Manual. (Author)

(474)

ED 131 240

Analyzing Impacts of Extension Programs.

Extension Service (DOA), Washington, D.C.

Pub Date Apr 76

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Guides, *Cooperative Programs, *Evaluation Methods, *Extension Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, University Extension

Intended to assist extension administrators, program leaders, and specialists, this publication presents a framework, guidelines, strategy, and methods for evaluating Extension education programs. Emphasis is placed on maximizing the usefulness of program evaluations in decisionmaking on program priorities and modifications. Extension programs are viewed in terms of seven levels of objectives and evaluative evidence: (1) Inputs, (2) activities, (3) people involvement, (4) reactions, (5) change of knowledge, attitudes, skills, and/or aspirations (KASA), (6) practice change, and (7) end results. Levels 1 and 2 characterize Extensions; efforts; Level 3 includes the people involved by Extension and the nature of their involvement; Level 4 through 7 cover the responses by these people and others. Responses range from the immediate and direct to the long-term and indirect consequences of Extension's actions. The foregoing levels vary in the extent to which they can provide evidence of Extension's impact, and the amount or resources required for obtaining evidence. Some of the ideas in this document are yet to be verified, but are presented to guide thinking about Extension program evaluation and to lead to tested principles of evaluation. ((Author/WL)

(475)

ED 135 559

Danforth, Diane M. Voth, Donald E.

Evaluation of an Educational Program's Impact on Attitudes and Knowledge Related to Land Resource Management.

Pub Date 6 Feb 77

Note—17p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (74th, Atlanta, Georgia, February 6-9, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Attitudes, *Community Leaders, Comparative Analysis, *Extension Education, *Knowledge Level, Land Use, Participation, Planning, *Program Effectiveness, *Rural Areas

Identifiers—*Arkansas

Arkansas adult leaders (N=95) were surveyed to test the hypothesis that a cooperative extension service educational program would increase participants' knowledge of land use planning over that of a control group and would also affect attitudinal changes toward land use problems and policies. Nineteen respondents were selected from each of 5 counties in the West Central Arkansas Cooperative Extension Service District; from among the 19 leaders, 10 were chosen to attend a land use planning meeting and to complete a questionnaire at the meeting, and 9 were chosen not to attend the meeting but to complete a mailed questionnaire. The questionnaire included 11 attitudinal questions, 6 factual questions, and demographic questions. Results indicated: attendance at the meeting did not produce significant increases in the knowledge of participants over that of the control group; meeting participation did have an important effect on answers to three attitudinal items--increased favorability toward land use planning and preservation and regulation of agricultural land. (JC)

(476)

ED 135 780

Dixon, Jane K.

Methodological Considerations in Evaluation of Continuing Education in the Health Professions--Utilization of Chain of Events Models in Determining Evaluation Criteria.

Pub Date 4 Apr 77

Note—27p.; Paper presented at the Annual Convention of the American Educational Research Association (New York City, April 4, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Assessment, *Evaluation Criteria, Evaluation Methods, Evaluation Needs, Medical Care Evaluation, *Medical Education, Medicine, Nursing, *Professional Continuing Education, *Program Evaluation, *Research Methodology, Research Problems, Research Reviews (Publications)

An evaluation strategy is suggested which is designed to determine the effects of continuing education programs on the health care delivery system and to augment that effect. Topics dealt with include the distinctive aspects of continuing education; evaluation criteria; relationships among evaluation criteria; results of a review of literature on continuation education evaluation in medicine and nursing; limitations of evaluation; and conclusions regarding measurement, inference, and supporting research. The author concludes that if evaluation of continuing education programs is to be both successful and realistic, it cannot stand alone; it should be supplemented by two other lines of research: (1) All research into the effects of continuing education does not need to be of the "tacked on evaluation" variety. It is possible to create projects of which the primary purpose is to study continuing education, rather than to practice it. Such studies may serve as demonstration projects. (2) In general, to show that specific behavior inputs by health professionals are related to specific patient outcomes is the task, not of program evaluation, but of clinical practice research. Results of such experimental studies can be used by planners and evaluators of educational programs in drawing inferences about possible program results and in minimizing need for measurement in some areas. (LAS)

(477)

ED 142 839

Dale, Dorothy

VTAE Field/Community Service Evaluation Model and Procedures, Phase II. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 77

Note—199p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education Programs, *Community Service Programs, *Evaluation Methods, Guidelines, *Instrumentation, Models, Outreach Programs, Program Administration, *Program Evaluation, State Programs, *Vocational Education

Identifiers—Wisconsin

A research project was designed to develop and validate instrumentation and procedures for a comprehensive internal and external evaluation of Wisconsin's Vocational, Technical and Adult Education Field/Community Services programs. A review of evaluation literature pertaining to adult and continuing education, the identification of statewide goals, objectives, and functions, and input from the project advisory committee all served as the bases from which procedures and instrumentation for the evaluation were developed. A general field/community services model was then designed and implemented for the pilot evaluation. The pilot test contained three stages: An indepth self-evaluation study; an onsite team evaluation from outside the program; and a review of the entire process and instrumentation package including input and participation by all personnel involved. When the first pilot test was completed, the evaluation model was revised and tested again. The study resulted in the development of a "Field/Community Services Self Evaluation Manual," the "Field/Community Services Team Visitation Guidelines for Team Members and Team Leaders" and a series of recommendations. All of these items are included in this report. (BM)

(478)

ED 144 448

Rose, Clare

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

Pub Date Oct 76

Note—8p.; Paper presented at the POD Network Faculty Development Conference (Airlie, Virginia, October 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Developmental Programs, *Educational Improvement, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Higher Education, *Professional Continuing Education, *Program Evaluation, Statistical Analysis, Systems Approach

Identifiers—*Holistic Approach

Evaluation is as basic to professional development as it is to education. Unfortunately, systematic evaluations of professional development programs are rarely, if ever, undertaken. Professional development has become polluted by extraordinarily presumptuous rhetoric about the intrinsic value of "development." In the recent flurry of activity those involved in or developing such programs are preoccupied with program activities, or processes, and have lost sight of the real goal of educational improvement. Most have forgotten that higher education is a system and must be approached as such. For far too long evaluation has been presented as polar--either strictly quantitative or strictly impressionistic. In fact, neither methodology is adequate by itself. Quantitative evaluation pays no attention to the merit of established program goals and gives no consideration to the configuration of people, events, processes, and practices that characterize the environment in which a program operates; evaluations yielded tend to be voluminous but dull, insensitive, technical reports. The other approach concentrates solely on program processes, eschewing judgments about the program's worth. Holistic evaluation, a hybrid of the two approaches, is an eclectic approach that includes process and product, description and quantification and goals and attitudes. This comprehensive approach is particularly well suited to the myriad of programs for professional development. (MSE)

(479)

ED 147 329

Harrison, David

Evaluating Education Action Projects.

Pub Date Jun 76
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Action Research, *Adult Basic Education, Adult Education Programs, Basic Skills, Check Lists, Educational Assessment, *Evaluation Methods, *Models, Post Secondary Education, Program Effectiveness, *Program Evaluation, Program Planning, Program Proposals

Several of the available methods of program evaluation are discussed, with emphasis on adult basic education projects. The following evaluation models are presented: intuitive judgment, cost/benefit analysis, experimental research, and a synthetic approach which includes planning, action, and evaluation. The author also presents his Project Matrix, which integrates all six phases of the synthetic planning model--needs, goals, objectives, resources, actions, and the evaluation plan. A check list of key questions for project proposals, project action, and project evaluation is appended. (GDC)

(480)

ED 150 291
Carroll, Adger B.
An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
Mississippi State Univ., State College. Cooperative Extension Service.
Pub Date Oct 77
Note—108p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Citizen Participation, Community Action, *Community Development, *Community Education, Community Involvement, Community Leaders, Community Organizations, Community Programs, Community Resources, Community Support, *Extension Education, Federal Programs, Federal State Relationship, Leadership Training, National Surveys, Outreach Programs, *Program Administration, *Program Effectiveness, Public Policy, State Federal Aid
Identifiers—United States

A national evaluation study was conducted to ascertain the effects of the large quantity of manpower devoted to community organization and leadership development work by state cooperative extension services. Data were sought on evaluation questions which addressed objectives and policies related to community organizational and leadership development approaches or methods used in that work, audiences which support the work, factors affecting the quality of leadership training, usefulness of that work in the extension program, and need for changing resources devoted to that work. A large number of extension service personnel were surveyed across the nation, including fifty Community Resource Development (CRD) program leaders, 145 CRD specialists, ninety-one district administrators, and 500 local agents. Based on responses received on 627 completed survey forms, the findings included the following: (1) the majority of extension personnel rated twenty-four objectives of states in doing community development work as being important or very important, (2) the policy climate delineated by state directors is favorable for community development work by extension personnel, (3) extension personnel perceive community organization and leadership development as an integral part of the extension CRD programs, (4) extension personnel perceive the facilitating and supporting of existing organizations and leadership to be the most effective approach for community development work, and (5) under present conditions, the amount of manpower devoted to community organization and leadership development should be increased. (Seven recommendations conclude this report.) (EM)

(481)

ED 152 824
Harnette, J. Jackson
The Role of Evaluation in Organizational Development. Evaluation in Support of the Pennsylvania ABE Improvement Program.
Pub Date Apr 77
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Basic Education, *Change Strategies, Decision Making, Educational Programs, *Evaluation Methods, Evaluators, Feedback, Higher Education, *Models, Needs Assessment, Organizational Change, *Organizational Development, *Organizational Effectiveness, Problem Solving, *Program Evaluation, Summative Evaluation

Organization development (OD) is a systematic approach to (1) identifying the needs, problems, and objectives of an organization; (2) providing feedback needed for decisions regarding design and implementation of change strategies; (3) implementing and monitoring actions; and (4) evaluating their effects. Decisions in all phases of OD are facilitated through evaluation. The context, input, process, and product (CIPP) evaluation paradigm provides an approach to evaluation which is consistent with and supportive of the OD framework. The evaluation activities of the Planning Studies in Continuing Education Division of the Pennsylvania State University have, through provision of context, input, and product evaluation, supported the organizational development of the Pennsylvania Adult Basic Education program. (Author/CTM)

(482)

ED 152 982
Young, Richard E. Cunningham, Clarence J.
Extension Output Measures as Identified by Extension Clientele. Summary of a Study in Extension Evaluation or Research.
Ohio State Univ., Columbus. Cooperative Extension Service.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date Jul 77
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Accountability, Educational Assessment, Educational Research, *Evaluation Criteria, Evaluation Methods, Instrumentation, Measurement Instruments, *Program Evaluation, *Questionnaires, Reliability, *Rural Extension, *Test Construction, University Extension

A technique to measure the quality of agricultural extension programs by the clientele was developed and tested. The study was conducted in three major steps. First, unstructured interviews of forty-eight farmers and agribusiness persons in seven Ohio counties were conducted to identify those factors they considered when evaluating their county's extension agricultural program. The forty-four factors were identified and were categorized as methods, personal qualities of the agent, and quality of extension information. Second, a questionnaire was sent to 248 farmers asking them to rate the importance of each of the forty-four factors. Based on a factor analysis of the responses, a questionnaire was developed which consisted of forty-three factors classified in the following four subscales: information, extension agents, extension methods, and educational program. During the third and final step of the study, the questionnaire was sent to 400 farmers and agribusiness persons in eight counties while six extension professionals, using a paired-comparison procedure, rated the quality of the programs in the same counties. The results of this last step indicated that the instrument and the subscales are reliable. It is recommended that the instrument be used by others, both as an evaluation tool and for further research. (The questionnaire is attached.) (EM)

(483)

ED 154 138
Flores, Thelma B. Seaman, Don F.
A Comparative Study of Adult Student Performance on Timed Versus Non-Timed GED Tests in Texas.
Pub Date [74]
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, *Adult Students, Educational Experiments, Educational Research, *Educational Testing, Equivalency Tests, *Performance, Performance Factors, Response Style (Tests), Standardized Tests, *Test Results, *Timed Tests
Identifiers—*General Educational Development Tests

The performance of two groups of adult students on the General Educational Development (GED) test was compared to determine whether there was a relationship between the level of student performance on a timed versus non-timed GED test. Each group consisted of the first three hundred students who took the test at twenty-six different testing centers in Texas. In nine centers the test was administered on a time-limit basis while in the remaining seventeen centers the administration of the test was not timed. Analysis of the data indicated that the element of time did make a difference in student performance. The following groups performed significantly better on the non-timed GED tests in comparison to performance on timed tests: individuals under twenty years and over thirty-nine years of age, males, persons who had completed ten or more years of previous schooling, black Americans, and students who had participated in GED preparatory classes. (EM)

(484)

EJ 139 001
Program Evaluation: For Reality Forest, Laverne B., *Adult Education*, v26 n3, pp167-77, Spr 76
*Adult Education, *Program Evaluation, *State of the Art Reviews, *Evaluation Methods, *Evaluation Criteria

A critical review of evaluation techniques regarding adult education discusses basic assumptions, evaluation literature and practices, alternative concepts, and remedies for present evaluation problems. (LH)

(485)

EJ 139 074
Areawide Educational Evaluation Cope, Adrienne B., *Journal of Continuing Education in Nursing*, v7 n3, pp38-41, May/Jun 76
*Professional Continuing Education, *Nurses, *Program Evaluation, *Educational Programs, *Evaluation Methods, Workshops, Questionnaires, Course Objectives

An evaluation of a nursing workshop is presented which demonstrates two components of program evaluation: (1) immediate reaction of participants regarding the quality, relevance, and presentation of the information (measured by questionnaire) and (2) follow-up to define behavioral change in nursing departments (observed by appropriate personnel in institutions.) (MS)

(486)

EJ 142 488
An Experience with Formative Evaluation Bille, Donald A., *Journal of Continuing Education in Nursing*, v7 n4, pp25-30, Jul/Aug 76
*Professional Continuing Education, *Program Evaluation, *Formative Evaluation, *Program Development, *Program Descriptions, Nursing, Evaluation Methods, Guidelines, Program Planning, Teaching Methods

The article describes the ways in which formative evaluation was used in the development of a hospital's critical care nursing education program during the teaching/learning process, and in improving instruction in the program. Suggestions are made to guide others wishing to utilize formative evaluation effectively. (Author/AJ)

(487)

EJ 145 970
Reviewing County Extension Programs Prawl, Warren L.; Jorns, William J., *Journal of Extension*, v14, pp11-17, Jul-Aug 76
*Program Evaluation, *Program Improvement, *County Programs, *Educational Programs, *University Extension, Rural Extension, Urban Extension, Extension Agents, [Kansas]

An evaluation of the Douglas County (Kansas) Extension Program to determine clientele's level of awareness and acceptance of the program and program strengths and weaknesses, to establish new program directions and a base line for future evaluation efforts, and to develop methodology and materials to be used in evaluation. Procedures, findings, and a summary are included. (SH)

(488)

EJ 153 226

Evaluating Your Total Extension Program Campbell, Charles E., *Journal of Extension*, v15, pp11-17, Jan-Feb 77

*Extension Education, *Program Evaluation, *Evaluation Methods, Program Effectiveness, University Extension, State Universities, [University of Missouri, Missouri]

Describes the procedure followed in evaluating extension at the University of Missouri, reporting on the usefulness of the steps followed, and presenting some of the outcomes from this Extension evaluation at the institutional level. (WL)

(489)

EJ 163 836

Evaluating the Effectiveness of Selected Continuing Education Offerings Deets, Carol; Blume, Dorothy, *Journal of Continuing Education in Nursing*, v8 n3, pp63-71, May-Jun 77

*Evaluation Methods, *Professional Continuing Education, *Nursing, *Inservice Education, *Measurement Instruments, Program Evaluation, Program Effectiveness, Teacher Workshops, Cost Effectiveness, Semantic Differential

This paper presented at the 1976 National Conference on Continuing Education in Nursing describes evaluation methodology used to determine the effectiveness of different continuing education offerings in nursing. The evaluation design, workshops for inservice directors, findings and problems, and examples of three evaluation forms used are included. (MF)

(490)

EJ 167 241

The Role of Formative Evaluation in a Continuing Education Program: Basic Rehabilitation Nursing Techniques Repicky, Paul A.; Hotvedt, Martyn O., *Journal of Continuing Education in Nursing*, v8 n4, pp29-34, Jul-Aug 77

*Nursing, *Workshops, *Formative Evaluation, *Evaluation Methods, * Professional Continuing Education, Post Secondary Education, Inservice Education, Inservice Programs, Rehabilitation, Program Improvement

Provides supportive evidence for a concept (M. Scriven's) of formative evaluation as a method for ongoing improvement of educational programs (including continuing education) through a description of the development and modification of a workshop in rehabilitation nursing, based on formative evaluation procedures. (TA)

(491)

EJ 171 155

Evaluation in Continuing Education: Is It Practical? Mitsunaga, Betty; Shores, Louise, *Journal of Continuing Education in Nursing*, v8 n6, pp7-14, Nov-Dec 77

*Nursing, *Professional Continuing Education, *Evaluation Methods, Evaluation Needs, Program Evaluation, Cost Effectiveness, Noncredit Courses, Course Evaluation, Post Secondary Education

The authors discuss approaches used in the evaluation of continuing education for nurses, defined as planned learning experiences beyond a basic nursing program and excluding academic credit courses. A framework for evaluation of continuing education is offered. (MF)

(492)

EJ 172 151

In Search of a Consistency Model for Evaluation of Student Performance in Nontraditional Education Decker, James T.; And Others, *Alternative Higher Education: The Journal of Nontraditional Studies*, v2 n2, pp145-50, Win 77

*Evaluation Methods, *Models, *Student Evaluation, *Academic Achievement, *Adult Learning, *Performance Based Education, Higher Education, Educational Alternatives, Nontraditional Students

Helping students learn how to learn should be a major teaching objective and a major teaching skill in nontraditional education. Evaluation processes, both in planning and implementation, should be consistent with knowledge, values, and goals of nontraditional education, and their basis should be a theory of adult learning. (Author/LBH)

4600 EDUCATION OF SPECIAL GROUPS

4635 Older Adults

(493)

ED 112 093

Sheppard, N. Alan

A Survey and Analysis of Attitudes, Available Resources, Capabilities and Potentials of Serving the Aged in Vocational Education.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date Jun 75

Note—134p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—*Administrator Attitudes, *Adult Education, Data Analysis, Educational Attitudes, *Older Adults, Questionnaires, State Surveys, Tables (Data), *Teacher Attitudes, Vocational Education, *Vocational Education Teachers

Identifiers—Virginia

The study analyzes the attitudes and perceptions of vocational educators with respect to education for the elderly. An open-ended, closed form survey questionnaire mailed to a stratified random sample of vocational educators in Virginia was analyzed. An 80.23 percent return was obtained. Few significant differences were found in comparing the stratification variables of sex, age, vocational service area, vocational education status, geographical location, and vocational education level with attitudes toward the elderly. Vocational educators were found to be somewhat homogeneous in attitudes and perceptions. Vocational educators perceived that the elderly were a proper concern of the profession, and that, for the most part, personnel and material resources were inadequate for the task of working with the elderly. It was found that few programs were being offered for the aged by vocational education as a profession, and that where such programs were in effect they were likely to be adult education offerings in skill development areas with the aged eligible to attend, but such activities were not specifically planned for them. Basically, it was found that vocational educators are sensitive to the needs of the aged, but largely unaware of how those needs can be met within the existing structure of vocational education. (Author)

(494)

ED 114 455

Hickey, Tom

Towards a Theory of Adult Education: A Case in Point.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—19p.; For related documents, see CE 005 052-056 and CE 005 058

Available from—Charles C. Thomas, Publisher, Springfield, Illinois 62717

Document Not Available from EDRS

Descriptors—*Adult Education, *Cooperative Planning, Educational Planning, *Educational Theories, *Geriatrics, Health Personnel, *Inservice Education, Paraprofessional Personnel, Professional Personnel, State Agencies, Universities

Identifiers—*Gerontology

The development of trained manpower in gerontology for the delivery of health and social services to older adults in Pennsylvania is the focus of an ongoing adult education program at The Pennsylvania State University. This paper discusses the theoretical and methodological bases for this program, with emphasis on the importance of linking community-based education and training programs with the appropriate academic base, to provide the conceptual framework and evaluative expertise required for a good program. Assumptions and observations about this process led to theoretical and methodological formulations for adult education in general, with specific examples provided from the current gerontology project. (Author)

(495)

ED 115 332

Glickman, Lillian L. And Others

Community Colleges Respond to Elders: A Sourcebook for Program Development.

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 75

Note—66p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Adult Education, Advisory Committees, Agencies, Curriculum Design, Educational Needs, Financial Support, *Junior Colleges, Models, *Older Adults, *Program Development, Program Effectiveness, *Program Planning, Recruitment, *Senior Citizens, Surveys, Teaching Methods

To establish a base for the development of new educational programs for older adults, a survey was conducted of personnel in 150 community colleges across the country to elicit information and perceptions concerning the following issues: (1) the content and scope of current educational programs for elders; (2) the nature of the developmental process of such programs; (3) the perceived obstacle to and possibilities for the development of viable and responsive education programs for elders. Using the information on current programs as a base, this sourcebook outlines appropriate core curricula and presents a model for program development built on the characteristics that appear to make programs successful. The key to the model is an alliance with the community of elders. Guidelines for the choosing of a representative board are presented, as well as suggestions on how to attain the proper balance between the consumer board and the college administrator. The model itself involves needs assessment, selecting program content, insuring program effectiveness (recruitment, location of programs, and teaching methods), and maximizing manpower, finances, and other resources. Appended is a list of federal, state, and other agencies on which community colleges can draw for assistance in developing programs. (Author/NHM)

(496)

ED 115 731

Fatula, Betty J. And Others

Evaluation of Sensory Impairment Program for Gerontological Service Providers.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—24p.; For related documents, see CE 005

052-055 and CE 005 057-058
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Learning, Attitude Tests, Changing Attitudes, *Geriatrics, *Inservice Education, *Institutions, *Older Adults, Paraprofessional Personnel, Patients (Persons), Professional Personnel, *Sensory Deprivation, Short Courses, Simulation, Volunteers
Identifiers—*Gerontology

The report deals with the design, development, and evaluation of a short-term training program directed toward modifying attitudes and acquiring new information and skills about sensory impairments frequently found among institutionalized elderly people. The training attempted to provide participants with a clearer understanding of the implication of visual and hearing loss in the elderly and to encourage more positive attitudes and empathy toward their client population. The three-hour training module consisted of lecture, film, discussion, and simulation. Participants were over 300 women, 18-74 years, working in institutions, agencies, or community programs as institutional staff, agency workers, and interested volunteers. Using a non-equivalent control group design, the program was evaluated for content effectiveness and techniques of adult instruction. Pre- and post-testing was conducted to measure knowledge gain and attitude change. Although complete data analysis is in process, there appears to be a definite indication that older people began the training with a more negative view of aging than younger groups in all categories of attitudes. For all age groups, training seemed to change attitudes concerning stereotyping in a more positive direction. However, training also resulted in higher anxiety about aging in all age groups. (EA)

(497)

ED 117 371
Hiemstra, Roger
The Older Adult and Learning.
Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.
Pub Date 1 Sep 75
Note—113p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors—*Adult Education, Adult Education Programs, *Data Analysis, *Educational Interest, *Educational Needs, Field Interviews, Individual Needs, *Older Adults, Tables (Data)

According to recent census figures, 10% of today's population are over 65 years old. It has often been stated that individual learning needs and capabilities decline with age. To challenge this idea, a study was conducted to gather information about older adults, their learning interests, activities, and obstacles. Four hypotheses were tested through a series of interviews with 256 adults (55 and over) in Nebraska. The interview schedule was tested for reliability and validity. Data were analyzed utilizing tables with frequencies, percentages, and mean scores as well as a crossbreak analysis and t-test of significance for testing some hypotheses. Data from the study revealed a need for more suitable continuing education programs based on the following findings: (1) obstacles to learning selected most often were "don't like to go out at night," "not enough time," "cost," "home responsibilities," and "job responsibilities;" and (2) courses selected as an indication of learning interests included "Stretching Your Retirement Dollar," "Tax Benefits for Older Americans," "Outdoor Flora", "Medical Care in the Retirement Years," and "Laws Affecting the Aged." The study's design, findings, recommendations, and implications of the study are presented. Data collection materials, miscellaneous tables, and comparison data on learning projects are appended. (Author/EC)

(498)

ED 121 369
Brooks, Suzanne
Involving Senior Adults in the Community College: A Model Work-Study Program.
Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date Nov 75
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—Community Colleges, Employer Attitudes, *Junior Colleges, Models, *Older Adults, Program Attitudes, *Program Development, *Senior Citizens, Student Attitudes, *Work Experience Programs
Identifiers—Los Angeles Valley College

From January to August 1975, Los Angeles Valley College was involved in a Senior Adult Work-Study-Serve project which provided work-study employment for adults over retirement age. In addition to working at part-time jobs at a salary of $2.25 per hour for 15 hours per week, participants enrolled in a three-unit specially developed course, Career Planning. The total number of applicants processed during the program year was 289; of these, 14 percent were 70 or more years old. The total number of jobs developed was 194, but after matching jobs with applicants only 101 senior citizens were actually placed in jobs. This report gives details of program development and operation, including staffing, budget, publicity, procedures, job development, classroom component, placement program, and employer workshops. The results of a professional evaluation of the management component of the project are presented, and also the results of evaluation questionnaires administered to students, employers, and staff. A replicable program model is included in the final section. (NHM)

(499)

ED 126 404
Rush, Ramona R. K. E. M.
Communication Channel Selection for Reaching Older Persons.
Pub Date Oct 75
Note—21p.; Paper presented at the Annual Meeting of the Gerontological Society, (28th Louisville, Kentucky, October 26-30, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Communications, Educational Background, *Information Seeking, *Mass Media, Media Research, *Media Selection, *Networks, *Older Adults, Senior Citizens, *Surveys

A number of general considerations in communication channel selection are noted, and the literature of channel use among older persons is reviewed. Selected approaches to communicating with older persons are described briefly. While television is the dominant medium among older persons generally, printed media play an important role also, especially among those with higher levels of education. On topics considered especially important, older persons appear to seek information across several channels of mass communication. Socialization into a "communication skills process" seems to affect channel use. Creation of new channels for communication with and among older persons has proved useful in some instances in the past, and holds promise for the future. (Author)

(500)

ED 126 913
Marshall, Carter L. And Others
Gaylord White Project, Operational Stage. Final Report.
Mount Sinai School of Medicine, New York, N.Y.
Spons Agency—Lister Hill National Center for Biomedical Communications, Bethesda, Md.
Report No—N-01-LM-2-4711
Pub Date [76]
Note—110p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Cable Television, Communication (Thought Transfer), Educational Television, *Geriatrics, *Health Programs, *Older Adults, Outreach Programs, Peer Groups, Physicians, Programing (Broadcast), Social Relations, Television
Identifiers—*Gaylord White Project, New York (East Harlem)

The Gaylord White Project, a pilot program in the use of television to promote the health and well-being of the elderly, used bi-directional cable television to deliver programs to the residents of a low-income, East Harlem housing project for the aged. For 15 months, health education and community information messages were delivered to investigate the use of: (1) demonstration television program modules; (2) physicians as communicators with lay audiences; and (3) peer communication in affecting social well-being. Evaluative research investigated the viewing habits and attitudinal changes of the participants. This report summarizes the planning, operation, technology, and research findings of the project. (EMH)

(501)

ED 128 700
Adams, Keith K.
A Course Outline for Pre-Retirement Planning and a List of References and Resources. Curriculum Module.
Pub Date Mar 76
Note—53p.; Ed.D. Practicum, Nova University; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Curriculum Design, Curriculum Guides, *Educational Gerontology, Educational Research, Literature Reviews, *Needs Assessment, *Older Adults, *Resource Materials, *Retirement, Surveys

The purpose of this study is (1) to develop an outline for a course in pre-retirement planning; (2) to provide prospective instructors with reference material and resources for further course development; and (3) to determine if additional courses in retirement planning will be needed. A principal source of information for the development of the content of the pre-retirement class was the review of the literature. To supplement this review, and to provide for community input, a survey was administered to students in the Cerritos College Extended Day Program. The guide discusses the results of this survey, and presents a suggested outline for a course in pre-retirement planning. It also includes suggested references and resources. (Author/SJL)

(502)

ED 128 743
Hunter, Mary L., Ed.
A Report on the Proceedings of the First and Second Symposia on Education, Training, and Aging (Springfield, Massachusetts, November, 1974, and Portland, Maine, February, 1975).
New England Gerontology Center, Durham, N.H.
Spons Agency—Administration on Aging (DHEW), Washington, D.C.
Pub Date Jun 75
Grant—90-A-299/01
Note—67p.; Second printing.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Age, *Conference Reports, Cross Cultural Studies, *Educational Gerontology, *Gerontology, Needs Assessment, *Older Adults, *Program Descriptions, Senior Citizens, Symposia

The symposia were sponsored by the New England Gerontology Center, New England Center for Continuing Education, Durham, New Hampshire. The purpose of the symposia was to provide trainers and others involved in continuing education for the elderly an opportunity to become better acquainted with current developments in gerontology and to discuss training curriculum and techniques best suited for their audiences. Participants included educators involved in teaching courses on aging, trainers of staff members of service programs for the elderly, and personnel from state and local aging programs. In the second symposium, there was special emphasis on educational services for older people themselves. The faculty consisted of leaders in the field of gerontology from throughout the New England region. These proceedings include some of the conference papers which deal with such topics as cross-cultural studies and program design and implementation. (Author/NG)

(503)

ED 130 737
Roelfs, Pamela J.
Teaching and Counseling Older College Students.
Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education.
Pub Date 75
Note—5p.
Journal Cit—Findings; v2 n1 1975
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Counseling, *Adult Students, Community Colleges, *Conventional Instruction, *Junior Colleges, Junior College Students, Older Adults, Participant Satisfaction, Questionnaires, *Student Attitudes, Student Characteristics, *Student Needs, Surveys,

Teaching Methods

Students 22 years of age and older clearly have counseling needs and instructional preferences that differ from those of college-age students. These conclusions were reached after a survey of 6,500 students in 27 diverse junior/community colleges. Among the major findings of the study were: (1) older students were less likely to experience academic problems than their college-age counterparts, tended to carry less heavy academic loads, and tended to be more motivated; (2) older students may need encouragement that higher aspirations are realistic; (3) program uncertainty seemed widespread among college-age students while only a few older students were uncertain about educational goals; (4) older students preferred instructor-centered instruction while college-age students preferred student-centered instruction; (5) college-age students were the most likely to feel unchallenged by their classes while students over 30 were six times as likely as students under 22 to be satisfied with instruction; and (6) older students generally spent more time studying than college-age students. The growing numbers of older students appear certain to require increased emphasis on quality of instruction and new approaches to counseling, particularly to help students budget time and balance their on- and off-campus roles. (Author/JDS)

(504)

ED 131 338

Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.

Maine Univ., Orono. Bangor Community Coll.; Maine Univ. Portland-Gorham.; Maine Univ., Presque Isle.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-398

Pub Date 30 Jun 76

Grant—GOO-75-0-2019

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, *Bilingual Education, *Gerontology, Human Services, Intercollegiate Programs, *Older Adults, *Paraprofessional Personnel, *Program Evaluation, Vocational Education

Identifiers—*Franco Americans, Maine

This project was an attempt to provide bilingual vocational education to elderly Franco-Americans on a cooperative basis among three Maine universities. Seventy-seven adult unemployed or underemployed Franco-Americans participated in a human services worker training program based on the Bangor-based certificate level curriculum in gerontology. Part 1 of the report is a compilation of programmatic and administrative information concerning recruitment, curriculum, support services, objectives, and administration. Part 2 is an independent evaluation of the project which consisted of onsite visits and surveys of faculty, staff, students, and practicum supervisors. Data from onsite visits are summarized and presented according to the role of bilingualism, effects of bicultural emphasis, adequacy of human services training, practicum placements, students, faculty, staff, consortium approach, and the one-year certificate. The surveys included questions on most of the same topics addressed by the onsite visit evaluation. Survey responses, received from approximately one-half of each group, indicated high levels of satisfaction among all groups. Sample instruments are included. (NJ)

(505)

ED 136 727

Axelrod, Frank J. Gamberg, Irene L.

College and University Services for Older Adults. Higher Education Panel Reports, No. 33.

American Council on Education, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Grant—NSF-SRS-7517251

Note—25p.; Hard copy not available due to marginal legibility of document

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Students, Age, *College Role, *Community Services, Educational Demand, Educational Objectives, *Educational Supply, Higher Education, National Surveys, *Older Adults, State Colleges, State Universities, *Statistical Data, Tables (Data)

Identifiers—*Access (Education)

The extent and type of services currently offered to older adults are identified, and an overview is provided of institutional plans for increasing such services in the immediate future. In this survey respondents were asked to describe any educational programs or community services available through their institutions designed especially for older adults, and to indicate any requirements such as age or income for participation. Among the 556 colleges and universities responding to the survey, over half offered no instructional programs or community services designed specifically for older adults. Nearly 25 percent provided both instructional and community services, while 5 percent had only instructional services available and 20 percent had only community services available. This report tabulates the types of instructional services, community services, forms of organization, primary sources of funding, and plans for programs and services. It concludes that in general most colleges and universities are still focused on their traditional objective of preparing the young for "life," but that others, particularly the public-supported institutions, are alerted to the academic and service needs of older adults. More attention to older adults is promised for the future. (LBH)

(506)

ED 136 852

Rappole, George H.

An Overview of the Community College Programs for Elderly Texans. Community Service Report No. 6.

North Texas State Univ., Denton. Univ. Center for Community Services.

Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.; Texas Governor's Committee on Aging, Austin.

Pub Date 76

Note—24p.

Available from—Publications, University Center for Community Services, Box 5344 NT Station, Denton, Texas 76203

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Programs, Community Colleges, Community Service Programs, Counseling, Cultural Activities, Demonstration Programs, *Enrichment Programs, *Junior Colleges, *Older Adults, Recreation, Social Recreation Programs, Transportation

Identifiers—Texas

This document presents a general overview of The Community College Program for Elderly Texans, a program funded through state-allocated federal funds and local contributions, and available to the elderly at no cost. The program embodies a wide variety of activities, such as classroom studies, informational lectures, transportation, counseling, and group meetings, which are intended to overcome or ameliorate the social isolation of the elderly. The majority of programs at each of the 16 participating community colleges fit into those activities classified as recreational, social, or cultural, with the most popular being those involving arts and crafts. In all areas, however, interest and enthusiasm of participants are high. Several of the Texas community colleges make counseling services available to the elderly while all of the participating institutions provide some form of transportation services. In addition to serving the needs of the elderly, it is noted that the various programs have heightened the awareness of the public with regard to the activities available for the elderly. While the program was initially established as a demonstration, it has become a permanent program at many of the colleges. A brief bibliography, a statistical portrait of the elderly in Texas, and a list of participating colleges is appended. (JDS)

(507)

ED 139 356

Florio, Carol

1976 Survey of Collegiate Programs for Older Adults. Summary Report.

Academy for Educational Development, Inc., New York, N.Y.

Pub Date Mar 77

Note—85p.

Available from—Academy for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Programs, Courses, Enrollment, *Higher Education, National Surveys, *Older Adults, Questionnaires, *Senior Citizens, Student Interests, Tuition

Questionnaires were mailed to the directors of continuing education or special programs at 816 colleges and universities in the United States that were believed to offer programs for older adults. 84 percent of the 286 responding institutions reported programs for older adults; 1 percent had them in the planning stages; 3 percent had non-traditional programs that could be of interest to older adults; 3 percent had no organized program, but reported substantial annual enrollment of that population; 9 percent had no program and very limited enrollment of older adults. Three distinct types of programs emerged from the data collected: (1) tuition reduction, for credit and/or audit, in regular or continuing education courses; (2) courses integrated in the continuing education program that are designed to be of special interest to older adults; and (3) separate programs, distinct from the regular or continuing education programs. The enrollment and courses are described. Appendixes contain: the questionnaire; policies concerning tuition reduction; characteristics of type 3 programs; a list of courses taken by older adults in 1975-76; and the most popular courses among older adults. (Author/MSE)

(508)

ED 140 119

Aiello, D. Robert Rogers, C. Jean

The Effects of Presentation Variables Upon Clustering and Recall Performance in the Elderly.

Pub Date [74]

Note—10p.

Available from—Paper presented at the Annual Meeting of the Southwestern Psychological Association (Albuquerque, New Mexico, April 29-May 1, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Classification, Cognitive Development, Developmental Psychology, *Gerontology, *Learning, Memory, *Older Adults, Organization, *Recall (Psychological), Research Projects, Senior Citizens

Forty elderly adults were required to memorize a list of 15 simple nouns belonging to three separate categories. The arrangement of the list of nouns (randomized or completely categorized) and instructions (instructed that the nouns could be in terms of categories or not instructed) were manipulated as factors. Individuals participating in the categorized-instruction condition recalled an exceptionally high percentage of nouns and demonstrated a high degree of category clustering of those nouns. The results of the study were interpreted as indicating that the elderly person's performance when dealing with to-be-recalled stimulus material varies as a function of the organizational demands placed upon him. (Author)

(509)

ED 149 182

Lumsden, D. Barry

Preretirement Education. Information Series No. 112.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—400-76-0122

Note—23p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 112, $2.35, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Development, Adult Education Programs, Affective Objectives, Attitudes, Changing Attitudes, Concept Formation, Counseling Programs, Educational Gerontology, *Educational Needs, *Educational Planning, Employment, Literature Reviews, *Older Adults, *Personal Adjustment, *Retirement, Social Attitudes, Surveys, *Work Attitudes

Drawing from extensive resources in the area of retirement and gerontology, this information analysis paper, which discusses preparation for

retirement and advanced age, has three primary objectives: (1) to assess the psychological effects of retirement on the individual, (2) to assess preretirement conditions and attitudes that affect the individual's adjustment to retirement, and (3) to identify and discuss preretirement learning experiences that further the effective and successful adjustment to retirement. Intended for adult educators, middle-aged persons, and business/industry personnel managers, discussion centers mainly on the content (affective and cognitive) of preretirement education programs with a brief discussion of the educational needs of older adults, and appropriate educational practices. The following topics are covered: Work vs. Retirement, Adjustment to Retirement, Planning Retirement Education, and Needed: A New Approach to Planning. The terms "work" and "retirement" are defined and surveys of attitudes toward work and retirement are discussed, along with studies relating data on preretirement attitudes and preretirement planning and counseling programs. An exploration of the implications of research for planning programs of preretirement education is also provided. The need to alter stereotypes and to form favorable attitudes about aging and the aged is stressed. A partial bibliography of literature of attitudes and aging, and a partial bibliography of literature of preretirement education programs are appended. (TA)

(510)

ED 153 181

Scales, Alice M.

An Assessment-Prescriptive-Instructional Packet for Older Learners.

Pub Date Mar 77

Note—38p.; Packet prepared at University of Pittsburgh

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Learning, Adult Reading Programs, *Diagnostic Teaching, Higher Education, Instructional Materials, *Measurement Instruments, Post Secondary Education, Reading Ability, Reading Diagnosis, *Reading Difficulty, *Reading Instruction, Remedial Reading, Student Attitudes, Study Skills, *Teaching Procedures

The purpose of this document is to suggest an assessment/prescriptive/instructional (API) process for working with older learners experiencing reading difficulties. Following a justification for the designing of materials specifically for older learners, the document explains how to collect data about learner's interests, attitudes, and reading abilities and how to interpret test data. A sample personal data form and a list of criteria for measures analysis are provided. The document then indicates procedural steps for the API process for both learners and instructors. An appendix describes the following assessment measures found useful for the API process: the Reading Miscue Inventory; the Stanford Diagnostic Reading Test, Level III; the Carver-Darby Chunked Reading Test; Informal Assessment Inventories; and cloze techniques. The appendix also lists and annotates 22 publications helpful for students, provides a sample prescription for an older learner, explains useful study techniques, and shows how to use cloze and reciprocal questioning procedures as approaches to intruction. (GW)

(511)

ED 157 84?

Focus on Senior Citizens: A Report of Funded Projects for 1976 and 1977.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date [77]

Note—12p.

Available from—Office of Consumers' Education, U.S. Office of Education, Room 5624, ROB-3, Washington, D.C. 20202 (free, single copies only)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Consumer Protection, Educational Needs, Federal Government, *Federal Programs, Financial Needs, Financial Support, Government Role, Health Needs, Housing Needs, Information Needs, *Needs Assessment, *Older Adults, Program Descriptions, *Services, Social Problems, State Government, Stereotypes

In an effort to promote understanding of the elderly and to provide consumer awareness programs for them, the Office of Consumers' Education funded eight projects in 1976 and two in 1977 which focused on areas such as (1) education of older adults to make intelligent choices among alternative goods and services, (2) training of specialists to work as community outreach personnel to serve the elderly, (3) provision of consumer information for the elderly via radio broadcasts, and (4) creation of more effective linkages among older Americans and senior centers. Directors of the projects found that most elderly people encounter problems in areas of housing, health care, fixed incomes, consumer goods, and transportation. It is pointed out that senior citizens can obtain helpful information from the federal Administration on Aging, and from state and regional agencies on aging. (AV)

(512)

EJ 125 577

Limiting Factors in Reducing Participation in Older Adult Learning Opportunities Goodrow, Bruce A., *Gerontologist*, v15 n5 Part 1, pp418-422, Oct 75

*Senior Citizens, *Older Adults, *Continuous Learning, *Learning Difficulties, *Educational Needs, Research Projects, Adult Learning, Learning Experience, Academic Aspiration

A community based study of 268 randomly selected subjects over the age of 65 provided information concerning major limitations that prevent older adults from taking advantage of existing or future educational programs. The three most prevalent were poor vision, home responsibilities, and lack of transportation. (Author)

(513)

EJ 135 259

Medical Perspectives on Adulthood Katchadourian, Herant A., *Daedalus*, v105 n2, pp29-56, Spr 76

*Adult Development, *Medical Research, *Biological Influences, *Adult Characteristics, *Medical Evaluation, Adults, Physical Characteristics, Human Body, Biology, Health

Written for the layman, this article describes the concept of adulthood in human biology as observed from the perspective of the naturally unfolding human life cycle. Specific male and female physical characteristics are examined and psychiatric viewpoints on adulthood are presented. (DDB)

(514)

EJ 137 719

Cognitive Strategy Training and Intellectual Performance in the Elderly Labouvie-Vief, Gisela; Gonda, Judith N., *Journal of Gerontology*, v31 n3, pp327-331, May 76

*Senior Citizens, *Intellectual Development, *Cognitive Ability, *Training, Research Projects, Older Adults, Change Strategies

Reduced intellectual performance in the elderly was conceptualized as an experiential dificit that can be reversed by training relevant component skills. Female elderly subjects (N=60) participated in three phases of the experiment: Training, Immediate Posttest, and Delayed Posttest. Training was geared at strengthening covert self-monitoring strategies in complex reasoning problems. (Author)

(515)

EJ 138 499

Area and Volume Conservation Among the Elderly: Assessment and Training Hornblum, Judith Newman; Overton, Willis F., *Developmental Psychology*, v12 n1, pp68-74, Jan 76

*Older Adults, *Logical Thinking, *Problem Solving, *Conservation (Concept), *Research

Two studies were conducted to examine whether the elderly maintain the competence to solve Piagetian conservation problems. The results are discussed in terms of a distinction between competence and performance. (JMB)

(516)

EJ 142 543

Verbal-Pictorial Recoding in the Elderly Nebes, Robert D., *Journal of Gerontology*, v31 n4, pp421-427, Jul 76

*Older Adults, *Age Differences, *Memory, *Verbal Stimuli, *Imagery, *Visual Perception, Recognition, Research Projects

Older individuals have been reported to use imagery mediation less in remembering verbal material. To determine whether this is due to decrease in the speed with which verbal stimuli are recoded into pictorial representations, the reaction time of 12 old (63-78) and 12 young (17-25) subjects for matching verbal descriptions to geometric shapes was measured. (Author)

(517)

EJ 142 544

Relationships Between Hearing Loss and Cognition in Normally Hearing Aged Persons Granick, Samuel; And Others, *Journal of Gerontology*, v31 n4, pp434-440, Jul 76

*Cognitive Ability, *Hearing Loss, *Intelligence, *Senior Citizens, *Mental Development, Research Projects, Older Adults, Verbal Ability, Geriatrics

The relationships between mild hearing losses and cognitive functioning were studied for two samples of aged subjects whose hearing was within normal limits. Hearing losses at various frequency levels were correlated with performance on cognitive tests. Results reveal substantial associations between hearing losses and scores on the intellectual measures. (Author)

(518)

EJ 144 260

A Classical Mnemonic for Older Learners: A Trip That Works Robertson-Tchabo, Elizabeth A.; And Others, *Educational Gerontology*, v1 n3, pp215-225, Jul 76

*Gerontology, *Older Adults, *Cognitive Processes, *Memory, *Mnemonics, *Recall (Psychological), Educational Gerontology, Research Projects, Memorizing, Learning

A mnemonic procedure, a method of loci, was used with men and women over 60 years old in two studies of free recall. The learners take a mental trip through their residences stopping in order at 16 places. Experimental subjects were able to master the mnemonic and apply it effectively. (Author)

(519)

EJ 144 261

Older Adult Learning: Instrumental and Expressive Categories Hiemstra, Roger, *Educational Gerontology*, v1 n3, pp227-235, Jul 76

*Gerontology, *Educational Gerontology, *Older Adults, *Cognitive Processes, *Learning, *Learning Motivation, Research Projects, Learning Modalities, Surveys, Needs, Needs Assessment

This article examines older adult preferences for instrumental vs. expressive learning activities. Course title selections and actual learning activity information were analyzed. Interviews with 256 Nebraskans, 55 or older, (average age was 68.11) were obtained. It was concluded that more instrumental learning opportunities must be made available to older people. (Author)

(520)

EJ 144 267

Conceptual Model for the Library's Service to the Elderly Hameister, Dennis R., *Educational Gerontology*, v1 n3, pp279-283, Jul 76

*Educational Gerontology, *Gerontology, *Older Adults, *Models, *Library Services, *Needs Assessment, Senior Citizens, Libraries, Library Planning, State of the Art Reviews

By providing services to the elderly and to those who deliver services to the elderly, the library has three functions parallel to those of an institution of higher education: knowledge production, knowledge dissemination, and knowledge utilization. (Author)

(521)

EJ 144 268
A Study of Cooperative Adult Education Moore, Allen B.; Granger, James C., *Educational Gerontology*, v1 n3, pp285-289, Jul 76
*Gerontology, *Educational Gerontology, *Program Descriptions, *Adult Education, *Adult Education Programs, *Educational Experience, Older Adults, Senior Citizens, Program Evaluation, Surveys
This article describes an 18-month study of programs for adults with less than high school educations. Project outcomes include a listing of programs, abstracts of selected programs, case studies of selected programs, guidelines for developing or evaluating programs, and a publication discussing issues related to cooperative adult education programs. (Author)

(522)

EJ 145 857
Programmed Material As A Training Tool For Older Persons Siemen, James R., *Industrial Gerontology*, v3 n3, pp183-190, Sum 76
*Programed Materials, *Programed Instruction, *Teaching Methods, *Methods Research, *Adult Learning, Older Adults, Age, Learning Characteristics
A research study analyzed the nature of one teaching modality, programmed instruction, as it relates to the teaching and training of older people, concluding that it is a viable mode for the transmission of information to older as well as younger learners. (ABM)

(523)

EJ 148 601
John Knox Village: Community Education and Retired Persons Sole, Pat; Wilkins, Arthur, *Community College Frontiers*, v5 n1, pp13-14, F 76
*Junior Colleges, *Senior Citizens, *Community Education, *Interinstitutional Cooperation, *Retirement, Community Colleges, Community Services, Adult Education, Outreach Programs, [Longview Community College]
Describes a successful cooperative venture between a community college and a retirement complex. Classes are held at the retirement center and teachers are drawn from the retirement complex as well as from the retired community at large. (DC)

(524)

EJ 153 326
The Value Orientations of Older Adults Toward Education Daniel, David E.; And Others, *Educational Gerontology*, v2 n1, pp33-41, Jan 77
*Educational Gerontology, *Personal Values, *Adult Education, *Older Adults, *Changing Attitudes, Research Projects, Factor Analysis, Educational Programs, Educational Responsibility, Age Differences
Those in the 60+ age category possess value orientations toward education that are quite different from those of younger adults. The older adults' value orientation toward education and those institutional characteristics that attract them to continue educational pursuits are identified and discussed. (Author)

(525)

EJ 154 798
Life Span Education and the Older Adult: Living is Learning March, G. B.; And Others, *Educational Gerontology*, v2 n2, pp163-171, Apr 77
*Older Adults, *Educational Gerontology, *Learning Processes, *Educational Attitudes, Research Projects, Adult Education, Higher Education, [*Life Span Education]
To determine why they were not attending a free audit program at the university and to ascertain their attitudes toward education for the elderly, 99 subjects aged 62 and older were interviewed. Results indicated 68 percent of the subjects were not interested in attending university classes. (Author)

(526)

EJ 161 771
Implications of Geropsychological Research for the Instruction of Older Adults Okun, Morris A., *Adult Education*, v27 n3, pp139-155, 77
*Adult Learning, *Instruction, *Laboratory Experiments, *Older Adults, *Educational Gerontology, *Cognitive Processes, Educational Research, Age Differences, Cognitive Ability, Experimental Psychology
After summarizing the findings of laboratory experimental geropsychological research pertinent to the instruction of older adults, this review focused on delineating the explicit implications of the research for adult education. Thirty-six implications were culled from the literature and categorized under 10 instructional variables. (Author/LAS)

(527)

EJ 169 292
Graduate Training in Education and Aging: Results of a National Survey; Part 1 Lumsden, D. Barry, *Educational Gerontology*, v2 n4, pp429-434, Oct 77
*Educational Gerontology, *Adult Education, *Graduate Study, *Degree Requirements, *Age, Higher Education, National Surveys, Research Projects
The graduate departments of adult education at 88 universities in the United States were surveyed for information pertinent to their programs in and about aging. Results show that 55 percent of the departments offer no courses dealing exclusively with education and aging. (Author)

(528)

EJ 177 141
Retirement Reorientation: Senior Adult Education Bynum, Jack F.; And Others, *Journal of Gerontology*, v33 n2, pp253-61, Mar 78
*College Students, *Age Differences, *Retirement, *Older Adults, *Adjustment Problems, *College Attendance, Research Projects, Higher Education, Unemployed
Participation in the Senior Adult Education Program eases the transition from the primary occupational role into the retirement role. Intergenerational social distance appears to be minimal between older and younger college students, thus facilitating the sharing of a common campus. (Author/MFD)

(529)

EJ 177 263
Graduate Training in Education and Aging: Results of a National Survey; Part 2 Lumsden, D. Barry, *Educational Gerontology*, v3 n1, pp1-4, Jan 78
*Educational Gerontology, *Graduate Study, *College Curriculum, *Adult Education, Surveys, Higher Education, State Of The Art Reviews
The schools of education at 88 institutions that offer graduate-level training in adult education were surveyed for information pertinent to their course offerings in and about aging. Of these 88 schools, only 19 percent offer courses in education and aging. (Author)

4850
Sex Differences

(530)

EJ 134 279
Selected Social and Psychological Differences Between Men and Women in Later Life Atchley, Robert C., *Journal of Gerontology*, v31 n2, pp204-210, Mar 76
*Older Adults, *Working Women, *Social Relations, *Sex Differences, Research Projects, Females, Males, Retirement, Psychological Characteristics
Older men and women (N=3630) were examined for sex differences in selected social and psychological characteristics. Compared to older men, older women were found to be as work-oriented and more likely to take a long time adjusting to retirement. Older women were more likely to report "negative" psychological symptoms. (Author)

4855
Education of Women

(531)

ED 112 155
Roby, Pamela Ann
Vocational Education and Women.
Pub Date May 75
Note—63p.; Page 21 is missing
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Educational Needs, Federal Legislation, *Females, Occupational Guidance, Sex Discrimination, *State of the Art Reviews, Vocational Counseling, *Vocational Education, *Womens Education
The increasing popularity of vocational education has helped to prepare both men and women in learning the skills of different trades. However, women's position in learning better trade skills has been hindered by institutional barriers in vocational education training for technical jobs, the trades, and industry. Few studies have been made pertaining to the roles and needs of women in vocational education. Barriers confronting women seeking vocational education include: admission to vocational education courses, which often separates programs and courses by sex in high schools and, in postsecondary programs, the lack of publicity about vocational education programs for adult women; enrollment in postsecondary education programs, hindered for many women by the problems of school location and child care; instruction methods, which tend to produce female stereotypes and where women are barely represented in the administrative levels; and the lack of counseling for women in curriculum and career choices. Improvements in job training for women and guarantees of equity in vocational education should focus on the following areas: Federal laws; Federal, State, and local educational policies and practices; and research and development. An outline of the Vocational Education Amendment of 1968 and 83 notes and references are appended. (EC)

(532)

ED 117 447
The Women's Leadership Project: A One-Year Training Project in Adult Education Administration. Final Report.
Boston Univ., Mass. School of Education.
Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Adult Services.
Pub Date Aug 75
Note—86p.; Appendix B will not reproduce well due to faded type
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—*Administrator Education, Adult Basic Education, *Adult Education, *Adult Educators, Bibliographies, Community Involvement, Equal Opportunities (Jobs), *Females, Individualized Programs, Internship Programs, *Leadership Training, Models, Program Descriptions, Resource Centers, Women Teachers
The Women's Leadership Project represents an initial effort to combat discrimination against women in adult education, with special emphasis on adult basic education. Overall goals involved leadership development, impact, and support to: (1) recruit and prepare 10 qualified women adult educators for leadership positions in adult education, (2) develop a resource center of materials

relevant to the leadership status of women in education and disseminate information broadly, and (3) develop an internal/external support system for project participants. The highly individualized program was conceived as strongly field based with emphasis on the relation between theory and practice. Project staff included one full-time and three part-time faculty representing educational management, curriculum, and adult education. Program features included: a special preseminar and seminar, supervised management internship in adult education at the local or State level, university course work, and special community impact activities. Specific listings of internships, courses, conferences/meetings/workshops attended, special impact projects, and resource center offerings are included as well as self-rating forms and progress charts. Appendixes contain: a schematic representation of the project, recommended readings, proseminar schedule, educational leadership appraisal, a workshop description, job referral and placement resources, and resource center readings. (EA)

(533)

ED 120 488

Misconceptions Influencing Nonformal Education for Women. Question Series-5.

Ministry of Education and Social Welfare, New Delhi (India).

Pub Date Nov 75

Note—14p.; Prepared by the Directorate of Nonformal (Adult) Education

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Conceptual Schemes, Continuous Learning, *Developing Nations, Disadvantaged Groups, Economic Development, Educational Attitudes, Educational Needs, *Educational Policy, Educational Practice, Educational Problems, Females, Foreign Countries, *Nonformal Education, *Sex Discrimination, Sex Role, Sex Stereotypes, Social Change, Social Problems, Technological Advancement, *Womens Education

The paper discusses three major obstacles to a change in women's status in developing nations: (1) Misconceptions about development. Women are the largest group who suffer as a result of the concept of development as quantitative, material, technological, and elitist, because that conceptualization does not lead to social change. Development based on the satisfaction of elementary existential needs, structural transformations, and the people's active participation is needed. (2) Illusions about education. Existing educational systems distribute education unevenly. Even the educated remain ignorant about social problems. Training is irrelevant to environment. Concerned with the successful, the system loses them in the "brain drain." Fundamental misconceptions are that education equals schooling, is the transmission of knowledge, and teaching is its main element; that teachers have a monopoly on imparting knowledge and skills; and that life is divided into two periods: preparation, and utilization of knowledge. Particularly for women, much more emphasis must be placed on nonformal education, on survival skills, self-reliance and decision making, and on environmentally based, decentralized programs. Seeing learning as lifelong can eliminate educational dogmas. (3) Prejudices against women. Education itself assumes a decisive responsibility for the perpetuation of traditional values and for women's subordinate and dependent role. (Author/AJ)

(534)

ED 120 567

Nero, Sharon A.

An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Report No—VT-102-669

Pub Date [75]

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors—*Adult Students, *Career Change, Career Planning, Decision Making, Family Attitudes, *Females, Middle Aged, Participant Characteristics, Personal Growth, Post Secondary Education, Questionnaires, Research, Role Conflict, Self Concept, Sex Discrimination, Socioeconomic Status, *Surveys, Vocational Education, *Working Women

The study explored the impact of mid-career changes for women who were enrolled in or had recently completed a program in the Wisconsin Vocational, Technical, and Adult Education (VTAE) System for the purpose of changing careers from housewife and mother to that of labor force participant. Sixty-six women, aged 30-49, returned a survey questionnaire that sought information about socioeconomic, marital, and educational status; the effect of the change on interpersonal relationships and life styles; motivation for change; resulting benefits and liabilities; and self-image. An important objective was to develop implications and recommendations for VTAE system programing and to design a model of mid-career decision making for women. It was found that the primary motivation for a return to school was financial. The majority experienced a feeling of achievement and an increase in self-confidence, with new friends, interests, and experiences rated as important benefits. The greatest problems were adjusting to the student role and coping with the demands of home and school responsibilities. Suggestions were offered on ways to encourage women to enter to enter male-oriented occupations and on ways to improve preparation and counseling for re-entering school and the labor market. (NJ)

(535)

ED 122 130

Barkley, Margaret V. And Others

Clinics for Administrators of Women in Occupational Education. Final Report: 1974-1975.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Office of Education (DHEW), Washington, D.C.

Report No—VT-102-766

Pub Date 75

Note—81p.; For related documents, see CE 007 070 and CE 007 072-073; Photographs will not reproduce in microfiche

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—Administrative Personnel, Affirmative Action, Change Strategies, Civil Rights Legislation, Cooperative Planning, Discriminatory Legislation, *Equal Opportunities (Jobs), Females, Feminism, *Inservice Programs, Minority Groups, *Sex Discrimination, Sex Stereotypes, State Programs, Teacher Educators, *Vocational Education, Vocational Education Teachers, *Womens Education, Working Women, Workshops

Identifiers—Arizona

Third in an annual series of State-sponsored in-service clinics for Arizona educators and administrators, the theme of the clinic attracted over 370 participants. Students and parents, as well as professional personnel, attended the two-day sessions. Program format included speeches, panel discussions, and the formation of task force groups to further identify problems of women and minorities and to suggest possible educational solutions to the problems. The presentations emphasized women in the working world, problems of working with low income groups, the role of career education, affirmative action programs, and State legislation. The objectives of the project and their fulfillment were as follows: at the end of the clinics (1) 65% of the participants did possess information about major Federal and State laws concerning employment of women and minority groups, (2) 75% of the participants were able to identify major problem areas which women encounter in becoming educated and/or employed, and (3) over 70% submitted a plan of action for their local districts for solving problems of women in occupational education. Participants recommended that funding for both regional and local clinics be continued. Appendixes include the clinic program and representative plans for local action. (KC)

(536)

ED 127 519

Farmer, Helen S. Backer, Thomas E.

Women at Work: Things are Looking Up.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Contract—NIE-C-74-0100

Note—64p.; For related documents, see CG 010 747-750; Some pages may be marginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, *Career Planning, *Employment Opportunities, *Females, Guides, Higher Education, Labor Market, *Occupational Guidance, Reference Materials, *Research Projects, Self Help Programs, Sex Discrimination

This booklet provides information for girls and women in eight areas of career planning and information: (1) how to use the booklet; (2) new developments; (3) new opportunities; (4) new laws; (5) barriers; (6) some beliefs and the facts about them; (7) taking action; and (8) how to obtain more information on the subject of the book. Readers are instructed to scan sections which seem most related to their questions and needs, including the resource materials in each section. The third section discusses new career opportunities opening up for women. The fourth section presents information about laws relating to women, their education, and employment. The fifth section deals with barriers to employment such as marriage, family, and a long absence from the labor force. The sixth section deals with beliefs about working women and the findings of research on these beliefs. The seventh section provides information on planning for a career, attaining more education, and looking for a job. The last section is a listing of reference materials and organizational addresses dealing with women and careers. (HLM)

(537)

ED 127 522

Women: Issues of Career Guidance and Vocational Counseling.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NIE-C-74-0100

Note—16p.; For related documents, see CG 010 747-750.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Discriminatory Legislation, *Employment Opportunities, Females, *Labor Market, *Occupational Guidance, Research Projects, Sex Differences, *Vocational Counseling, Womens Studies, *Working Women

This report summarizes eight months of work on a study of recent development in career guidance and vocational counseling for women. The original objectives of the project, as stated in the Human Interaction Research Institute (HIRI) contract proposal, were: (1) to review and analyze studies concerning the participation of women in the labor market; (2) to derive the career counseling implication of these findings for women; and (3) to develop the information and conclusions into formats readily usable by both counselors and women who are making career decisions. During the course of the study, research investigations in the subject area published during the past 10 years and studies currently underway were identified and screened for acceptability based on the methodological and statistical soundness of their design. Studies passing the initial screening were classified under one of three general areas: (1) women's participation in the labor force; (2) women's educational and training opportunities; and (3) issues relating to sex differences which affect women's participation in the labor force. Each classified group of documents was analyzed to yield both current and trend data, highlighting differences prior to and after recent federal legislation. The subsequent analysis of the literature highlighted findings as they varied for several subpopulations of women. Finally, the findings derived were synthesized and evaluated to yield information of practical utility to counselors and to women making career decisions. This document is one of the study products developed to contain these findings. (Author)

(538)

ED 128 672

Khosh, Mary N. Grimm, John E.

Adult Women's Career Planning in a Liberal Arts College Utilizing Male and Female Counselors.

Pub Date 13 Apr 76

Note—13p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Students, *Attitudes, *Career Planning, College Students, *Counseling Programs, *Females, Higher Education, Liberal Arts, Program Descriptions, Role Theory, Social Attitudes, Vocational Counseling
The evidence of numerous studies on women's roles and attitudes suggest that, at least historically, women have attitudinally agreed that women's place is in the home. However, more recent studies suggest a new trend in attitudes. Women have now assumed a pose of wanting to work, while at the same time they tend to cluster in traditionally female occupations and express uncertainty over the compatibility of the dual role. Baldwin-Wallace College, a liberal arts and pre-professional college of approximately 2,200 enrollment, has undertaken a program of career planning for adult women to assist them in understanding themselves, and their relationship to careers and occupations. Attitudinal and institutional changes cannot be accomplished by women alone. Since males play an influential role in the career development of women and are generally more credible to and have more impact upon established institutions, it is essential that men also become significantly involved in the facilitation of women's career development. The proposed presentation attempts to provide information about this on-going career program and the use of male and female counselors in the program by discussion and the experiential involvement of the audience. (Author)

(539)

ED 130 215
Barnett, Rosalind C. And Others
Will the Real Middle-Aged Woman Please Stand Up? Toward an Understanding of Adult Development in Women.
Pub Date Apr 76
Note—32p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adjustment (to Environment), *Adult Development, *Females, *Life Style, Marital Status, *Middle Aged, Parent Child Relationship, Role Perception, Sex Role, Social Science Research, Symposia, *Womens Studies
This document is comprised of papers presented at a symposium on Adult Development in Women. A paper entitled "Women in the Middle Years" reviews the major findings on adult women, and describes what an adequate theory of women in the middle years should account for. Mental health, effects of marriage, children and work, and the interrelationships of these factors are discussed. In elucidating critical stages, the authors consider a developmental framework focusing on women's role patterns and life stages within the cultural context would be appropriate. The traditional consideration of chronological age, and stereotypes and myths about women, especially the mind-body relationship and the need for marriage and children have impeded model development. Power, and its relationship to a sense of personal control, are central considerations. A paper, "Some Sociological Perspectives on Adult Women" discusses personal roles, multiple roles, and coping and support systems. The conclusion reached is that theories based primarily on data from men do not apply to issues confronting women, and that life tasks, including the "marker events" which trigger a person's concerns with each of these tasks, serve as a focus from which to study the middle years. (KS)

(540)

ED 130 713
Richards, Lillian S.
Women's Perception of Their Psychological and Practical Needs Upon Re-entry to a Community College: Implications for Restructuring the Learning Environment.
Pub Date 20 Jul 76
Note—69p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Education, *Adult Students, Anxiety, Community Colleges, Family Relationship, *Females, Financial Problems, *Junior Colleges, Psychological Patterns, Role Conflict, Self Concept, *Student Needs, Student Problems, *Womens Education
Identifiers—Fresno City College, *Reentry
This study describes the special needs of women returning to school after an interruption for marriage or employment. One hundred-fifty questionnaires were distributed during 1975 at Fresno City College in California; 90 were returned, of which 82 were usable. Eight problems, in order of importance, identified by returning women were: shortage of time, school-related anxiety, role conflict, money problems, child care, study skills, counseling deficiencies, and problems with instructors. Further, 60% of the respondents reported that families were not supportive of their return to school. Overall, three types of returning women were identified: (1) single women, in their 20's or 30's, probably divorced or separated with children to support, who are seeking a career and who are practical, confident, and purposive; (2) married women, in their 20's or 30's, with children at home, who attend school seeking a career or personal fulfillment, but who lack self-confidence; and (3) married women, in their 30's or 40's, with children 14 years and older, who attend school to fill empty time, who would like special counseling, and who are concerned about study skills. Recommendations made to meet the needs of the FCC's returning women included: expansion of financial aid opportunities, personal counseling, institutional commitment to women, and development of re-entry programs geared specifically to women. (Author/JDS)

(541)

ED 132 352
Hoque, Naseem
Non-Formal Education for Women in Bangladesh. Supplementary Paper No. 5. Program of Studies in Non-Formal Education.
Michigan State Univ., East Lansing. Inst. for International Studies in Education.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Note—71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Education, Adult Education Programs, Case Studies, Disadvantaged Groups, *Economically Disadvantaged, *Educational Development, Educational Opportunities, Educational Strategies, Foreign Countries, International Studies, National Surveys, *Nonformal Education, *Voluntary Agencies, *Womens Education
Identifiers—*Bangladesh
Using certain criteria, 4 out of 35 voluntary and nongovernmental organizations in Bangladesh, which were engaged in nonformal education among economically disadvantaged women, were selected and surveyed to identify and document their nonformal activities. Data were generated through field visits, personal interviews, observations, and examination of institutional records and reports. Analysis of data revealed that although the organizations are not yet fully stabilized, interest and attitudes among the organizers as well as the participants are positive. Participants felt that they were being benefited through the programs while the organizations found that their objectives were being achieved. Both parties realized that there are alternatives to formal schooling to help solve problems of distressed women. This report provides a complete description of the study in four chapters: Chapter 1 provides an overview of the women's organizational movement in Bangladesh, with reference to nonformal education programs; chapter 2 contains detailed case studies of 35 organizations that are involved in nonformal education; chapter 3 enumerates the general features of the case studies; and chapter 4 is a discussion on the trends of institutionalization of the programs. A bibliography and a list of exchange publications are appended. (WL)

(542)

ED 132 966
Astin, Helen S. And Others
Sex Discrimination in Education: Access to Postsecondary Education. Vol. 1 and Vol. 2.
Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date Feb 76
Contract—300-75-0206
Note—394p.; For related documents, see HE 008 684, CG 011 298-299, CG 011 341, and EA 009 103-104
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors—Administrative Policy, Cultural Background, Cultural Factors, *Educational Discrimination, *Educational Opportunities, *Equal Education, *Females, Individual Differences, Investigations, Nondiscriminatory Education, *Post Secondary Education, Research, *Sex Discrimination, Social Influences, Student Financial Aid, *Womens Education
Identifiers—Education Amendments 1974, *Womens Educational Equity Act 1974
A study was undertaken, in compliance with the Women's Educational Equity Act of 1974 (part of the Education Amendments in 1974) to identify the extent and kinds of sex discrimination in access to postsecondary education. The analysis of the data includes participation rates of women in various forms of postsecondary education, the impact of personal and background variables on access to education, institutional practices that may have discriminatory effects (especially in financial aid), and the special problems of adult women returning to postsecondary education. Recommendations are made for programmatic, research, and legislative efforts to ensure more equal educational access. The data sources used were: (1) research and theoretical literature; (2) statistical reports on high school and college youth; and (3) special exploratory studies. Volume 1 contains the narrated report of the study; Volume 2 contains annotations. (MSE)

(543)

ED 132 967
Astin, Helen S. And Others
Sex Discrimination in Education: Access to Postsecondary Education. Executive Summary.
Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date Feb 76
Contract—300-75-0206
Note—50p.; For related documents, see HE 008 584, CG 011 298-299, CG 011 341, and EA 009 103-104
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Policy, Adult Education, *Affirmative Action, Aspiration, Behavior, Career Choice, College Students, Educational Background, Educational Discrimination, Educational Experience, Educational Opportunities, *Equal Education, *Females, High School Students, Legislation, Motivation, *Post Secondary Education, Research Needs, Self Concept, *Sex Discrimination, Vocational Education, *Womens Education
Identifiers—Education Amendments 1972 Title IX
A study was undertaken to identify the kinds and extent of sex discrimination in access to postsecondary education. The study examined: (1) the participation of women in educational activities (secondary schools and postsecondary collegiate and noncollegiate institutions); (2) the effect of differential socialization and socioeconomic status on women's aspirations, self-concept, and motivation; (3) institutional practices that may be discriminatory, individual behavior that may limit women's options, and specific aspects of the educational experience that contribute to women's progress; and (4) the mature woman's access to education. The implications of the study are that: (1) program efforts should be undertaken for high school preparation, participation in postsecondary education, and institutional practices and policies; (2) there is a need for both periodic data collection from high school students and studies to identify the factors that affect women's career decisions; and (3) legislative efforts that go beyond Title IX are needed. (Author/MSE)

(544)

ED 133 277

Colby, Constance T., Ed.

Toward a Statewide Network of Education Programs for Working Women. Conference Proceedings (Syracuse, New York, March 25-26, 1976).

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date Mar 76

Note—57p.

Available from—New York State School of Industrial and Labor Relations, Cornell University, 7 East 43rd Street, New York, New York 10017 ($1.00 paper cover)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Case Studies, Educational Improvement, Educational Needs, Educational Objectives, Educational Opportunities, *Educational Programs, *Guidelines, Higher Education, *Needs Assessment, Student Characteristics, Student Financial Aid, Student Motivation, *Womens Education, *Working Women, Workshops

The educational needs of working women and the educational programs which are open to them are discussed in this report. The conference focused on working women as a new student group. Conference participants from higher education, labor unions, and industry exchanged ideas. Topics discussed include outreach on the part of educational institutions to working women, characteristics of women students, and problems peculiar to working women when they become students. A student panel presented four case studies of women who returned to school to highlight problems and rewards which other women might encounter. The keynote speech addressed the university's interest in the working woman as a student. It was followed by a discussion of five model programs which have been successful in educating blue-collar workers in New York and Detroit. Suggestions for designing a network to attract women students and create a clearinghouse on educational programs for women workers were presented. Five guidelines for creating educationally innovative programs were suggested at the conclusion of the conference: (1) prepare for a long struggle; (2) plan the campaign; (3) make it a team operation; (4) be flexible; and (5) seek insights. A directory of conference participants is included. (Author/DB)

(545)

ED 134 122

Owens, Otis Holloway Emplaincourt, Marilyn

Studies of the Adult Learner. Formal Education at a Standstill: Women's Views. Research Paper No. 4.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Pub Date 77

Note—87p.

Available from—Institute of Higher Education Research and Services, University of Alabama, University, Alabama

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, Bibliographies, Child Care, Continuing Education Centers, Demography, Employment, Family Characteristics, *Females, Financial Problems, Higher Education, *Needs Assessment, Parent Responsibility, Questionnaires, *Student Characteristics, Student Costs, Student Needs, *Womens Education

Identifiers—*Access (Education), *Alabama (Tuscaloosa)

Examined were the educational attitudes, experiences, needs, and constraints of a selected sample of women in the Tuscaloosa area who were not enrolled in educational programs during the spring of 1975. A total of 116 women participated in the study and completed a 64-item questionnaire. The majority of the respondents indicated positive attitudes toward former informal and formal educational experiences. They also expressed a desire for continuing their education if special arrangements could be made. Most of those interviewed would consider enrolling in courses or areas of study because of personal interest and enjoyment, although they were also interested in earning credit toward a degree or certificate. Education was the most frequently indicated area of interest. The major barrier in attaining more education was home responsibilities. Other barriers included lack of time, inconvenient scheduling of classes, job responsibilities, cost, enrollment red tape, and inadequate or no child care. (Author/LBH)

(546)

ED 134 796

Career Development Needs of Women. Survey.

Economic and Social Opportunities, Inc., San Jose, Calif.

Spons Agency—Metropolitan Adult Education Program, San Jose, Calif.; Office of Education (DHEW), Washington, D.C.; San Jose Unified School District, Calif.

Pub Date May 75

Grant—OEG-0-74-1722

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, Adults, Career Choice, Career Education, *Educational Needs, *Females, Labor Force Nonparticipants, *Needs Assessment, Occupational Aspiration, Program Development, Self Concept, Statistical Data, Statistical Surveys, Surveys, *Vocational Development, Working Women

Identifiers—*California (San Jose)

A survey was conducted to define the career development needs of women in five school districts which form the Metropolitan Adult Education Program (MAEP) area (San Jose, California). (The survey was a first step in a project to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the MAEP area.) A random sample of 320 women were interviewed. Their responses comprised survey I. An additional 41 women were surveyed by telephone. These interviews comprised survey II. Questions asked in the survey attempted to assess the identification of women with occupational choice, recognition by women that any woman may need to work, preparation already made for work outside the home, and self-identified career development needs. Priority career development needs that were identified include the following: Women want and need to continue learning; women need to become more realistic about their future life situations; women need to learn how to make career related decisions; they need more career information and supportive services in order to continue their education; they desire a personalized atmosphere in continuing education courses; and some women (widely scattered) need citizenship classes. The report contains general findings of survey I and survey II including, conclusions, personal characteristics, career status, and preferences. Findings of survey I are also reported by district. An appendix contains the survey instrument, random walk instructions, a table on selected characteristics of sample census tracts, and census tract data. (TA)

(547)

ED 137 572

White, Julia A. Jillson, Irene A.

Continuing Education for Women. Planning Delphi. Final Report.

University of West Florida, Pensacola.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—G00-75-02101

Note—80p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, Career Education, Community Resources, Community Surveys, *Continuous Learning, Educational Needs, *Needs Assessment, *Program Planning, Questionnaires, Research Methodology, *Womens Education

Identifiers—Delphi Technique, *Florida (Pensacola)

As part of a 2-year study to plan, develop, and offer relevant continuing education programs for women in Pensacola, a Delphi study was conducted to determine the educational needs and priorities of different types of women living in Pensacola. The Delphi method was selected because it is considered an effective way of eliciting the opinions of a variety of people free of group dynamics, because it has been shown to produce a superior amount and quality of information relative to the resources and time expended, and because it seemed an innovative way to develop a community of women who might in the future work together on women's programs in Pensacola. Four iterative questionnaires were developed and distributed over a 7-month period. A respondent panel of 56 women reviewed and ranked objectives and resources available (resources we have) and resources not available (resources we need) required to achieve the objectives. The respondents also recommended, reviewed, and voted on specific program suggestions that could be developed during the second year of the project. The study achieved its primary aim: To offer relevant program suggestions for the Continuing Education for Women Program in Pensacola. The report provides an overview of the Delphi technique, summary of the methods and questionnaires, and data summary. Appendix I lists available and needed resources and recommended programs under each of 10 objectives: Day care facilities available as needed, increased participation of women in politics, community awareness programs for women, a women's center, creation of part-time job opportunities for women, programs to increase women's awareness of Federal and State legislation which protect their interests and rights, compilation of a community and regional directory of existing opportunities and resources, career awareness throughout the elementary and secondary schools, enforcement of equitable credit regulations, and public school education in parenting. Second-year program plans are outlined in child care, health, politics, and employment. (JT)

(548)

ED 138 179

Eckard, Pamela J.

Developmental Tasks of Older Female Students in Undergraduate Education.

Texas Univ., San Antonio. Coll. of Multidisciplinary Studies.

Pub Date 5 Apr 77

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 5, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adjustment Problems, *Adult Development, *Adult Students, Conference Reports, *Developmental Tasks, Failure Factors, Family Management, *Females, Higher Education, Individual Psychology, Personal Adjustment, Questionnaires, *Student Adjustment, Student School Relationship, Success Factors, Womens Education

The purpose of this study was to determine if there are developmental tasks unique to the older female student returning to undergraduate school. These students are attempting to meet obligations to family, society, and self, while engaging in educational pursuits often experienced by others before assuming family or income-producing obligations; therefore they exhibit a unique set of concerns necessitating learnings within a short period of time in order to succeed. A secondary purpose in the study was to attempt to stratify the identified concerns and to describe necessary foundational and merger learnings. Questionnaires were administered to 172 junior and senior college female students ranging in age from 23 to 54 years. Responses were tabulated regarding their concerns about school in general, about professors, about peers, and about family or home. These concerns were then translated into developmental tasks, and it is shown that the majority of women 23 years of age and older must acquire psychological postures of goal-orientation, independence, and objectivity after their arrival on the university campus. The degree to which they achieve these developmental tasks will strongly influence success or failure in the university community. (LBH)

(549)

ED 139 445

Lyman-Viera, Karen A. Boggs, John

Social Attitudes and Educational Needs of Women in the Chaffey Community College District.

Spons Agency—Chaffey Coll., Alta Loma, Calif.

Pub Date 11 Nov 76

Note—54p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Academic Aspiration, Adult Education, Community Characteristics, Community Colleges, *Community Surveys, Demography, Educational Interest, Educational Needs, Educational Opportunities, *Females, Field Interviews, Institutional Research, *Junior Colleges, *Needs Assessment, Social Attitudes,

*Womens Education
Identifiers—California (San Bernardino County)
A socio-economically stratified sample of 368 randomly selected adult women residents of the Chaffey College district were interviewed to determine their demographic characteristics, educational needs and interests, perceived barriers to educational participation, and the adequacy of current college programs to meet the needs of women. Results of the study showed: (1) educational attainment of district women was generally less than that of men, with 8.4% and 18.2%, respectively, having graduated from college; (2) family responsibility, child care, transportation, personal feelings, employment, and finances were cited by women as restrictions to participation in education; (3) over 75% felt women need more rewarding and interesting activities, encouragement to explore career options, and mechanical skills and ability to work with tools; (4) over 40% planned to take classes in the future, with 33% expressing interest in obtaining a college degree; and (5) nearly all of the specific courses cited as being of interest were available in the college curriculum. It was recommended that the college emphasize its receptiveness to non-traditional students, the success of women students at Chaffey, and financial aid opportunities in its future advertising efforts. Interview instruments and tabulated data are appended. (JDS)

(550)

ED 143 899

Tittle, Carol K. *Denker, Elenor R.*

Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—CASE-17-75

Pub Date Aug 75

Grant—VEA-75-2-586

Note—69p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Choice, Colleges, Counseling Programs, *Females, Guidance Counseling, *Interest Tests, Occupational Choice, *Post Secondary Education, Research, Research Projects, *Sex Discrimination, Student Adjustment, *Womens Education

Identifiers—*Reentry

Opportunities and barriers in post secondary education for the mature woman are the focus of the first part of this review. Barriers including college restrictions, family resistance, and financial problems as well as attitudinal and self-concept characteristics are discussed. Opportunities are presented in a review of counseling considerations and programs which have been established. Theory and research on career choice for women, especially the "re-entry" woman, comprise the second section. The major theories are presented as well as the findings of recent research studies. The third section deals specifically with interest measurement for women. The issue of sex bias is discussed; recent research in the area is reviewed. A summary and implications section is included as well as an extensive bibliography. The National Institute of Education Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories is appended. (Author)

(551)

ED 147 371

Ekstrom, Ruth B. *Lockheed, Marlaine E.*

Evaluation of the Academically Creditable Competencies Acquired by Women from Domestic and Volunteer Work. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jan 76

Grant—OEG-0-74-7524

Note—138p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adults, *Business Skills, Check Lists, College Credits, College Programs, *Evaluation Methods, Females, Guides, Higher Education, *Homemaking Skills, Home Management, Housewives, *Job Analysis, Learning Experience, Post Secondary Education, Program Descriptions, Skills, Taxonomy, Voluntary Agencies, Volunteers, Volunteer Training, *Womens Education, Work Experience

Identifiers—*Experiential Learning, *Performance Based Certification

Materials to facilitate the evaluation of the competencies women acquire from domestic and volunteer work were developed, so that academic credit might be awarded for these skills, and so that women's entry or re-entry into post secondary education might be enhanced. The project staff reviewed the literature, contacted volunteers and volunteer agencies, developed a taxonomy of skill areas, located existing assessment materials, contacted colleges, developed assessment materials, and conducted informal evaluations of the materials. These activities are briefly described. A number of skill lists developed for assessing volunteer and domestic competencies are appended. These competencies include: volunteer administration and management, public relations and communications, youth group leadership, management of home finances, and child care. Each of these "I Can" lists defines the competency area, and lists 20 to 50 different associated skills. The lists are not intended to document completely the individual's acquired skills, but rather to stimulate each woman to identify and describe her own skills. Descriptions of college programs awarding credit for experiential learning and bibliographical references are also appended. (Author/MV)

(552)

ED 153 523

Mezirow, Jack *Rose, Amy D.*

An Evaluation Guide for College Women's Re-entry Programs.

Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note—263p.; Charts may reproduce poorly due to print quality

Available from—Columbia University, Center for Adult Education, New York, New York 10027

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Academic Education, *Adult Education, *Community Colleges, Counseling Services, Data Collection, *Evaluation Criteria, Females, *Guides, Higher Education, Program Evaluation, *Questionnaires, Referral, Vocational Education, *Womens Education

Identifiers—*Reentry Programs

Since 1970, over 300 community colleges have established re-entry programs designed especially for women who are either continuing their education or entering the job market after an extended hiatus. Re-entry programs vary in scope and in the nature of services provided, with some offering specific skills on vocational training, and others providing classes and other services to a degree. This publication provides a strategy for evaluating systematically how effectively these programs operate. Steps in evaluating are outlined and questionnaires that may be used selectively to study particular functions relevant to particular programs are provided. The following questionnaires are included: (1) adminstrative staff questionnaire; (2) advisory board questionnaire; (3) alumnae questionnaire; (4) college officers' questionnaire; (5) community agency questionnaire; (6) program director questionnaire; (7) student questionnaires; and (8) teacher questionnaire. Guidelines for analyzing the data collected are provided including sample charts for tabulating responses. The appendices contain a glossary and a program data inventory form. (SPG)

(553)

ED 156 971

Herkove, Gail

Returning Women Students: A Study of Stress and Success.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 30 Apr 76

Note—17p.; Paper presented at the Annual Convention of the Western Social Science Association (Tempe, Arizona, April 30, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Adult Students, *Females, Higher Education, *Married Students, *Personal Growth, Research Projects, *Stress Variables, Student Adjustment, Student Needs, *Success Factors

The positive and negative effects of a woman's return to school on herself and her family was the object of a study conducted in 1975. Two detailed questionnaires were completed by 361 women attending three Detroit area universities. Of the 361 respondents, 33 of them had not remained in school for more than three consecutive semesters since their return and were considered "drop-outs." "Successful" students had either already graduated or were still in school. Hypotheses were proposed to identify variables that would distinguish drop-outs from successful students. It was anticipated that drop-outs (1) would experience more stress; (2) would receive less support from their husbands; and (3) would feel less positive about their marriages than would successful students. The chi square test of significance was employed to test the differences between the two groups. Hypothesis I was upheld. Hypothesis II, testing husband support, yielded less clear-cut results. Responses involving the third hypothesis (attitude toward marriage) were also mixed. It was concluded that despite the problems and strains encountered in returning to school, the impact of education on these women has been profound and the benefits well worth the costs. (Author)

(554)

ED 157 489

Women in Higher Education. Papers from a Conference Held in London on 29 June 1973.

London Univ. (England). Inst. of Education.

Pub Date Jun 75

Note—88p.

Available from—The Secretary, UTMU, 55 Gordon Square, London WC1H ONT, England

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Access to Education, Affirmative Action, Conference Reports, Educational Benefits, *Equal Opportunities (Jobs), External Degree Programs, *Females, Feminism, Foreign Countries, *Higher Education, Legislation, *Sex Discrimination, Statistical Data, *Womens Education

Identifiers—*Great Britain, Open University (Great Britain)

Delivered at a conference on women in British education, this collection of papers demonstrates with statistical evidence and close argument the extent of discrimination against women in higher education. "The Place of Women in the Changing Pattern of Further Education" by Eileen Byrne looks at women as they leave school at the secondary level and pursue non-degree courses. Naomi McIntosh ("Women and the Open University") discusses the Open University, established to provide places for people with little opportunity of going to an ordinary university. Special efforts were made to recruit women students, and its success in this area serves to underline the negligence of other universities. Maureen Woodhall ("The Economic Benefits of Education for Women") studies statistics which at first seem to indicate that education is less profitable as an investment for women. A closer look presents a different picture. "Sources of 'Underachievement': Women Academics in American," by Oliver Fulton and "Women Academics in Britain," by Tessa Blackstone examine discrimination at the university level and raise questions about the causes. Margherita Rendel ("Measures to Combat Discrimination Against Women in Higher Education") reviews anti-discrimination legislation and affirmative action programs in Britain and the United States. Tables and graphs accompany many of the papers. (JMD)

(555)

EJ 137 728

Role Perceptions of Educated Adult Women: An Exploratory Study Richardson, Mary Sue; Alpert, Judith Landon, *Educational Gerontology*, v1 n2, pp171-184, Apr 76

*Role Perception, *Females, *Adults, *Working Women, *Role Conflict, Research Projects, Higher Education, Developmental Psychology, Graduate Students

The study was designed to investigate marriage, work, and motherhood role perceptions of 93 adult women who were mostly graduate students at a large urban university. A secondary purpose was to examine the interaction of age-role status variables and role perceptions. (Author)

(556)

EJ 139 100
Some Factors Influencing the Decision of Mature Women to Enroll for Continuing Education Ladan, C. J.; Crooks, Maxine M., *Canadian Counsellor*, v10 n1, pp29-35, Oct 75

*Womens Studies, *Continuous Learning, *Student Role, *Attitudes, *Females, Womens Education, Adult Education, Higher Education, Surveys, Self Actualization

The study investigates the characteristics of mature women who enroll for continuing education. Their goals and motives and the obstacles they perceive are surveyed, as are their self-attitudes and the attitudes of others who potentially influence their decision to enroll for continuing education. (Author)

4680
Men

(557)

ED 136 753
Karweit, Nancy
Life History Data on the Occupational Effects of Obtaining Educational Credentials through Alternate Routes.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 15 Jul 76
Grant—74-0097
Note—168p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Adult Education, *Biographical Inventories, Computer Programs, Computer Science, *Continuous Learning, *Data Analysis, *Data Processing, Employment Level, Information Retrieval, Information Storage, Occupational Aspiration, Part Time Students, Programing

This project report describes the process used to convert the retrospective life history data collected in 1969 at the Center for Social Organization of Schools at the Johns Hopkins University to a more usable form, the writing and testing of computer storage and retrieval programs for the data, and the initial interpretation of data relating to lifelong educational patterns of men. Part 1 provides a description of the unique characteristics of life history data and an explanation of the logic behind the storage and retrieval system. Part 2 contains the documentation for the computer tape including descriptions of each of the 15 life history variables. Part 3 explains the use of the life history Sample Retrieval Program. Part 4 describes the rates, incidence, and duration of educational activities for men in the Life History Sample, including the relationships of relevant background factors and occupational patterns. (ST3)

(558)

EJ 142 598
Continuing Education for Men Ladan, C. J.; Crooks, Maxine M., *Canadian Counsellor*, v10 n2, pp83-87, Jan 76

*Adult Education, *Adult Students, *Females, *Males, *Sex Stereotypes, *Student Motivation, Individual Development, Educational Objectives, Comparative Analysis, Research Projects, Career Planning

The characteristics, motives and goals of mature male students (N=22) are compared to those of an age-matched sample of mature women continuing their education. Men continued their education for career-oriented reasons, while women were seeking more personal goals. Explanations are suggested for male compliance with stereotypes. (Author)

4690
Veterans

(559)

ED 113 459
Comly, Lucy T.
The New York State Vietnam Veteran: His Immediate and Continuing Needs in Post-Secondary Education.
New York State Education Dept., Albany. Bureau of Post-Secondary Continuing Education.
Pub Date Jan 75
Note—60p.; Revised, January, 1975
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Counselors, Educational Counseling, *Educational Needs, *Educational Problems, Post Secondary Education, *Veterans, *Veterans Education
Identifiers—New York, *Vietnam Veterans

Educational and training benefits under theG. I. Bill of 1966 exist for Vietnam era and peacetime veterans. In 1974 New York State accounted for 513,000 Vietnam veterans and 248,000 peacetime veterans who are eligible for G.I. educational benefits, but only half of those eligible had applied for available benefits. Lack of adequate outreach and counseling services in different agencies and schools have contributed to the 14 percent unemployment rate of Vietnam veterans. A continuing increase in veteran population is projected with 80 percent eligible for postsecondary educational opportunities. A characterization of the Vietnam veteran is given in terms of location, age, educational background, and employment. Discharge procedures, available counseling, and G. I. benefits are described with reference to the various State agencies that offer information and assistance to veterans. Problems encountered are also discussed. Examples of programs that assist the veteran and a model program are given as a guide for veteran counselors. Problem areas in meeting the needs of the veterans are identified as related to limited federal funding, lack of interagency cooperation, and lack of outreach and counseling services. Appended material include documentation for the study. (EC)

(560)

ED 135 974
Report on Veterans' Responses to VA Educational Assistance Programs. A Report of the General Accounting Office Submitted to the Committee on Veterans' Affairs United States Senate. 94th Congress, 2nd Session. Senate Committee Print No. 50.
Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
Pub Date 11 Aug 76
Note—41p.; Not available in hard copy due to small print in document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Comparative Analysis, *Dropouts, Federal Legislation, *Graduates, Higher Education, *Individual Development, Job Training, *Program Effectiveness, Questionnaires, Secondary Education, *Veterans, *Veterans Education, Vocational Education, Wages

From a sample of 15,000 veterans, 6,141 responded to a series of questionnaires developed to gather information to assess the effectiveness of the veterans' education program (authorized by the Veterans' Readjustment Benefits Act of 1966). Responses indicated that generally, a veteran entered training for one of three reasons--to earn a degree, certificate, license, etc., to learn a new skill to obtain a better job, or to improve skills related to his/her current job. While percentages differ significantly depending on the type of training taken, overall, about 40% of the respondents having terminated their GI bill training said they did not achieve their primary training objective. Veterans who took apprentice, other on the job, and graduate level college training said they achieved their objective most often. Correspondence, vocational/technical, and high school trainees indicated that they achieved their objective least often. While the strength of the relationship varies depending on the type of training, statistical techniques used to analyze veterans' responses indicated for all types of training that there was a definite relationship between the veteran's status as a completer or noncompleter and whether he/she achieved his/her primary goal. Other results are presented for the areas of employment after training, earnings after training, usefulness of training, counseling, and tutorial assistance. The appendix contains an example of one of the questionnaires used in the study. (BH)

(561)

ED 138 977
Training by Correspondence under the GI Bill (An In-Depth Analysis). A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs United State Senate. 94th Congress, 2nd Session. Senate Committee Print No. 49.
Veterans Administration, Washington, D.C.
Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
Pub Date 10 Aug 76
Note—53p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Accreditation (Institutions), Comparative Analysis, Correspondence Schools, *Correspondence Study, *Cost Effectiveness, *Graduates, Higher Education, *Military Personnel, Post Secondary Education, Research, Technical Education, Trainees, *Veterans, Veterans Education, Vocational Education

The analysis of correspondence training by service personnel and veterans was based upon and prepared from the file of veterans and service personnel who trained in correspondence schools under chapter 34 (GI bill) during June 1966 through December 1974. The overall results showed that (1) during this period, a total of 5.3 million persons had enrolled in training under the current GI bill, and of this total, 1.1 million had taken their most recent training by correspondence, and (2) a greater proportion of service personnel who trained have been correspondence trainees; however, because veterans make up the greater part of total trainees, the bulk of correspondence trainees (79%) are veterans. Other findings are presented under the following headings: Completion Rates, Average Cost, and Most Frequently Used Courses; Factors Influencing Correspondence Training; Costs and Benefits of Correspondence Training; Completion Rate Perspective; Comparison of the Status of Veteran Correspondence Trainees in November 1974 and April 1973; Completion Rate and Cost Effectiveness by Course of Training; Number of Trainees, Completion Percentages, and Cost Effectiveness by Course by School; and Correspondence Schools. Twenty-five tables supplement the study. (WL)

(562)

EJ 179 051
A Cross-Sectional Analysis of College-Level Achievement Among Older and Younger Male Veterans Wright, Fred; And Others, *Journal of College Student Personnel*, v19 n3, pp212-5, May 78

*Veterans, *Veterans Education, *Age Differences, *Student Behavior, *Academic Achievement, *Achievement Rating, College Students, Higher Education, Research Projects, Comparative Analysis

The two-year college-level performance of a group of older male veteran students was compared with the two-year performance of a group of younger male veteran students. The older students did better than the younger students on seven of the nine criteria analyzed. (Author)

4750
Disadvantaged Groups—Minority

(563)

ED 152 833

Rackman, Margaret E.

The Effectiveness of Relevant Item Content in Reducing Test Bias.

Pub Date 74

Note—13p.; Paper presented at the Annual Conference of the National Rehabilitation Association (Las Vegas, Nevada, October, 1974); Best Copy Available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Achievement Tests, *Adult Basic Education, Adults, *Basic Skills, Culturally Disadvantaged, *Educationally Disadvantaged, *Item Analysis, Occupational Guidance, Occupational Tests, Practical Mathematics, Racial Differences, Reading Ability, Tape Recordings, *Test Bias, Test Construction, Test Items, Verbal Tests

Identifiers—*Fundamental Achievement Series

For decades there have been attempts to develop tests that are fair to people from different backgrounds. The Fundamental Achievement Series (FAS) is a recent attempt to develop a test that is fair to those considered disadvantaged. In addition to the traditional kinds of items, the FAS incorporates relevant items, tapping verbal and numerical abilities required in common everyday situations. A comparison of responses to relevant items and traditional ones suggests that, when testing disadvantaged adults, it is important to use the more relevant items. Item analysis indicated that on the FAS numerical test, the relevant items were easier, yet had higher discrimination indices. On the verbal test, the relevant items worked as well as the traditional items. The FAS is not free of cultural bias; differences in test performance do occur between blacks and whites. Performance on both parts of the FAS is related to reading ability. However, adults with poor reading skills have an advantage on the FAS that is not present on traditional paper and pencil tests: the instructions for the FAS are played on a tape recorder. (Author/CTM)

(564)

ED 152 835

Rackman, Margaret E.

Evaluation of a Test for Vocational and Educational Placement of Disadvantaged Adults.

Pub Date Oct 74

Note—16p.; Paper presented at the National Conference of the National Rehabilitation Association (Las Vegas, Nevada, October, 1974); For related document, see TM 007 042

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Achievement Tests, Adolescents, Adult Basic Education, *Adults, Culture Free Tests, *Educationally Disadvantaged, Item Analysis, Job Placement, Job Skills, Motivation, Practical Mathematics, Reading Ability, Rehabilitation Centers, Relevance (Education), Student Placement, Tape Recordings, *Test Reviews, Test Validity, Test Wiseness, Verbal Ability, *Vocational Aptitude, *Vocational Counseling, Young Adults

Identifiers—*Fundamental Achievement Series

The Fundamental Achievement Series (FAS) is designed to cover a range of ability from basic literacy to approximately the eighth grade. These tests are used in the employment or educational placement of adults and adolescents who have not been exposed to formal education, or the educationally disadvantaged. The FAS contains a Verbal and a Numerical section, each of which can be administered in 30 minutes. Although the ability to read the test is not necessary, since the instructions and test items are played on a tape recorder; both sections of the test rely, to a large extent, on reading ability. The FAS items measure basic skills such as reading signs, finding numbers in a telephone book, adding sales slips, and telling time. Items frequently included in traditional paper-and-pencil tests are also contained in the FAS. The correlations of FAS items with other achievement test items are presented. The test was administered to 61 clients in a vocational rehabilitation center, with some minor problems which are described. The relevance of the "everyday" FAS items may increase the motivation of disadvantaged adults taking this test; further development is recommended. (Author/GDC)

(565)

ED 157 900

Young, Kan-Ilua Jamison, Dean T.

The Economic Benefits of Schooling and Reading Competence.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ETS-RB-75-19

Pub Date May 75

Contract—OEC-9-70-4791-508

Note—84p.; Paper presented at the Economics of Education Seminar (London, England, January, 1974) and the Colloquium on Mathematical Methods in the Social Sciences (Bucharest, Rumania, May, 1974)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Academic Achievement, Adult Characteristics, *Adult Literacy, *Compensatory Education Programs, *Educational Benefits, Educational Economics, *Educational Experience, Employment, *Income, Labor Market, Mathematical Models, National Surveys, Predictor Variables, Racial Differences, *Reading Ability, Reading Programs, Sex Differences, Statistical Data, Statistical Studies

Identifiers—National Reading Survey

To calculate the economic benefits of schooling and compensatory education, a statistical model estimated the effects of schooling and literacy on earnings and employment. The literacy measure was obtained for a probable sample of the U.S. population in 1972, from the National Reading Survey. The measure was administered with a background demographic questionnaire to 2,308 individuals, age 25 to 60, who reported some earnings in 1972. Variables examined were: 1972 earnings, wage rate, work hours, years of schooling, reading score, potential work experience, other income, father's education, mother's education, age, race, sex, and employment status. Three models were used: simple earnings function, labor market, and educational achievement. Methodologically, both recursive and simultaneous models were examined in both the labor market and the educational achievement analysis. In terms of increased annual earnings, estimated benefits of a hypothetical compulsory education for a representative individual are the highest for white males ($3,810) and the lowest for white females ($1,370). Corresponding benefits for black males and females are $2,580 and $1,940. Estimated benefits of a low target compensatory reading program for a representative individual are $323 and $273 for white males and black males, only $12 for white females, and negative for black females. (CP)

4780
Poor

(566)

ED 153 746

Niehoff, Richard O., Ed.

Non-Formal Education and the Rural Poor. Report of Conference and Workshop (East Lansing, Michigan, September 26-29, 1976--Conference, September 29-October 2, 1976--Workshop).

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 77

Note—253p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Agriculture, *Case Studies, Concept Formation, Conference Reports, Definitions, Delivery Systems, *Developing Nations, Economically Disadvantaged, Economic Development, Family Planning, *Health Services, Media Selection, Methods, *Nonformal Education, Nutrition, Policy Formation, *Rural Development, *Rural Population, Skill Development, Workshops

Identifiers—Agency for International Development, World Bank

Focusing on the theme of nonformal education as a method of involving rural people in developmental processes designated to help improve social and economic well-being, this report on the second international conference/workshop on nonformal education presents major concepts and methods involved in development work with the rural poor via case descriptions of projects in the fields of agriculture, family planning, health delivery systems, trades training, and other fields related to rural welfare. Specifically, this book includes: conference and workshop design; key operational generalizations and issues in the use of nonformal education; policies and programs as viewed by World Bank and Agency for International Development; nonformal education in rural development projects (the Comilla, Bangladesh project; a review of extension principles; ARDU, an Ethiopian Rural Development Unit; the Mexican "Plan Puebla"); nonformal education in nutrition, health delivery, and family planning in India, Colombia, and Korea; nonformal education in rural development in Ecuador, Guatemala, and Botswana; panel discussions on using media systematically in nonformal education and improving the performance of nonformal educators; an address on literacy education in development; a workshop on nonformal education and the rural poor; and six resumes or excerpts of articles on nonformal education. The appendices include an abbreviated program, a participant list, a list of materials exhibited, and data on the principal conference resource persons. (JC)

4800
Blacks

(567)

ED 157 979

Cossey, Beatrice Abel Toney, Glen O.

Baseline Data on Mid-Career Change and Reentry for Black Women.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.

Pub Date Apr 78

Contract—400-76-0026

Note—13p.; For related documents see UD 018 393, UD 018 516-519, and UD 018 521-524

Available from—Not available separately; See UD 018 455

Document Not Available from EDRS.

Descriptors—Adult Education, *Blacks, *Career Change, Educational Programs, Employment Opportunities, Employment Patterns, *Females, Higher Education, *Occupational Mobility, Professional Occupations, Surveys, *Working Women

Identifiers—*California, *Reentry Programs

The purpose of this descriptive study was to gather baseline data on the employment picture of black women who are currently employed or have reentered a training educational program involving direct job opportunities. The study sample was selected from the rolls of nine black professional women's organizations in the state of California, and from a list of black participants in women's reentry programs in seven colleges. Two questionnaires were developed, one directed toward the members of the black professional women's organizations and the other toward the women in the reentry program. Results indicate that many more black women are becoming career oriented, but they are starting from the bottom of the scale, earning less than white men, white women, and black men. In addition, there is little understanding of the problems of black females by administrators or counselors. Other findings of the study include: (1) child care was not a major concern for either of the two groups studied; (2) a significant number of black professional women were considered low achievers prior to returning to college; (3) a majority of the women were receiving psychological reinforcement from husband or male friend; (4) college administrators and faculty members appeared to be sexist and racist toward reentry women; (5) peers and black faculty provided the greatest resources for reentry women, while counselors and white faculty provided the fewest resources; and (6) tutorial programs provided few resources for reentry women. (Author/AM)

(568)

EJ 136 888
Some Effects of the 'Obvious Variable': Teacher's Race and Holding Power with Black Adult Students Darkenwald, Gordon G., *Sociology of Education*, v48 n4, pp420-431, F 75
*School Holding Power, *Teacher Influence, *Racial Factors, *Teacher Behavior, *Negro Education, Adult Dropouts, Dropout Research, Educational Sociology, Adult Education
This study examines how a teacher's race and behavior effects his ability to maintain high classroom attendance with black adult students. (Author/RM)

4825
Spanish Speaking

(569)

ED 154 626
Pinton, Giorgio A.
Bilingual Program in a Community Correctional Center: Sharing Problems, Ideas, Experiences, and Resource Information.
Pub Date Jan 78
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Acculturation, Adult Basic Education, Adult Education, Adult Learning, Adult Literacy, Adults, Behavioral Objectives, *Bilingual Education, Bilingual Students, *Correctional Education, Correctional Rehabilitation, Cross Cultural Training, Culturally Disadvantaged, Curriculum, Educational Background, Educationally Disadvantaged, *English (Second Language), Institutionalized Persons, Instructional Materials, Language Instruction, Language Learning Levels, Language Programs, Language Skills, Non English Speaking, *Prisoners, *Program Descriptions, *Puerto Ricans, Remedial Programs, Resource Materials, Second Language Learning, Socialization, Spanish Speaking, Teaching Methods
Identifiers—Connecticut
The bilingual education of adults in correctional institutions is discussed. The program specifically described is a bilingual/ESL (English as a second language) program for Puerto Rican adults in a Connecticut correctional center. The study has two sections: (1) the Puerto Rican adult in a penal institution; an explanation of his needs and an attempt to decide what curriculum, methods and materials to use and where to find them; and (2) the Puerto Rican adult in a penal institution in Connecticut: an examination of the conflicts and impediments in learning English as a second language. The following topics are discussed, within these two main sections: the general education level and some statistics on the Puerto Rican adults in Hartford and Bridgeport; the school district of the Department of Correction; typology of bilingual students; bilingual/bicultural curriculum as therapy; evaluative procedures; obstacles to learning; and Spolsky's educational factors. It is hoped that the program described may be a force of socialization and a means of acculturation for the persons involved. (AMH)

4850
American Indians

(570)

ED 113 111
Choctaw Adult Education, Volume I. (A 309(B) Demonstration Project) Final Report.
Mississippi Band of Choctaw Indians, Philadelphia.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 1 Mar 75
Grant—OEG-0-72-1435
Note—87p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Academic Achievement, *Adult Education, *American Indians, Career Education, *Career Ladders, *Demonstration Programs, History, Individualized Instruction, *Individual Power, Paraprofessional School Personnel, Program Descriptions, Reservations (Indian)
Identifiers—*Choctaws, Mississippi
The Choctaw Adult Education Program was designed to give the adults access to an educational program in their own communities. It was based on the concept that equal emphasis would be placed on the delivery of effective client services and the development of professionals from among the program's client population. Initially, learning centers were established in the 4 largest Choctaw communities. Each center was open for two, 3-hour flexibly scheduled evening sessions per week. However, due to the initial response, evening classes were opened in 2 other communities and day classes were also established in the 4 larger communities. Commercially made worktexts were used due to the adult's preference for them. However, when the adults were ready, teacher-made materials were used. Individual student gains were evaluated through analysis of nationally standardized general ability measures, observations, affective measures, teacher records, and questionnaires. The program's progress was evaluated via formal and informal gestures, mostly informal. This volume describes the project's history, intent, design, staff training, demonstration functions, and results. The appendices cover: students' educational level; reasons for level of schooling completed, for attending class, and for withdrawal; sources of information about adult education; and attendance fluctuations. (NQ)

(571)

ED 113 112
Choctaw Adult Education, Volume II. (A 309(B) Demonstration Project) Final Report.
Mississippi Band of Choctaw Indians, Philadelphia.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 1 Mar 75
Grant—OEG-0-72-1435
Note—98p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Education, *American Indians, *Consumer Education, Money Management, Nutrition Instruction, *Teacher Developed Materials, *Unit Plan
Identifiers—*Choctaws, Mississippi
Commercial materials were used extensively by the Choctaw Adult Education Program. Instructional Materials were, however, developed to meet specified needs which were not dealt with to the staff and students' satisfaction in the available commercial materials. Instructional units which were amenable to the students' interest, needs, and culture were developed. Teacher-made materials were not used until the teacher felt quite certain that an appropriate level of readiness existed among the students. These lessons were designed so that they could be adapted to any group within the classes and could be presented by either the paraprofessionals or professionals on the staff. Once a unit was prepared, its contents were presented to the entire staff via an in-service training session so that each staff member could disseminate the information as he chose. Four teacher-made units are given in this volume: (1) Food Buying, (2) Nutrition Micro Courses, (3) Taste Party, and (4) Money Management. Also included are a listing of commercial materials used and sample forms of the recruiter's survey, student folder information, attendance sheets, and certificates of the General Educational Development (GED), 8th grade, and driver's education.

(572)

ED 138 381
Hall, Paul R. And Others
Literacy and Education among Adult Indians in Oklahoma. Volume I.
Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date May 77
Note—257p.; One of a 3-volume set which includes RC 009 834-836 ; Some tables may be marginally legible due to print quality of the original
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Academic Achievement, *Adult Education, *Adult Literacy, *American Indians, Cultural Background, Demography, Literacy, *Needs Assessment, *Socioeconomic Status, Surveys, Tribes
Identifiers—*Oklahoma
The U.S. Office of Education funded the Adult Indian Education Project (AIEP) for 15 months to identify literacy levels and educational needs of adult American Indians in Oklahoma. Using Native American field interviewers, the AIEP surveyed a 1.8% random sample of adults from 19 tribal groups representing 70% of the Indian population of Oklahoma. Respondents were asked questions regarding: social background (sex, age, occupation, etc.); tribal characteristics (tribal membership, blood quantum, etc.); educational attainment; and functional literacy (occupational knowledge and consumer, health, and legal literacy). Findings indicated: almost 20% of the Indian adults were not included in the 1970 Oklahoma census of American Indians; 36% of the respondents spoke their tribal language and 32% preferred it to English; over 51% of the Indian adults had not completed high school; the illiteracy rate exceeded 20% in all areas, going to 42% in consumer literacy and 63% in general computation skills; 36.9% of the total Oklahoma adult Indians were functionally illiterate in one or more literacy areas, and 13.9% were literate in all literacy areas; illiteracy appeared to be reduced by high school equivalence programs and by continuing, vocational/technical and adult education programs; functional literacy correlated with the higher income levels. (JC)

(573)

ED 138 382
Hall, Paul R. And Others
Literacy and Education among Adult Indians in Oklahoma. Volume II: Appendixes.
Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date May 77
Note—171p.; One of a 3-volume set which includes RC 009 834-836 ; Some tables may be marginally legible due to print quality of original
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Adult Literacy, *American Indians, Census Figures, *Data, Field Interviews, Needs Assessment, Participation, Personnel Selection, *Questionnaires, *Research Methodology, *Social Characteristics, Surveys, Tribes
Identifiers—*Oklahoma
The second volume in a 3-volume report on the Adult Indian Education Project (AIEP, a 15-month U.S. Office of Education project designed to identify the literacy levels and educational needs of Oklahoma's adult American Indians), this volume presents supporting data in the form of appendices to Volume I. These appendices include: (1) Tribal Participation (Oklahoma tribal officials, tribal contacts, tribal letters of endorsement, and Indian newsletters supporting the Project); (2) Instrument Development (AIEP panelists, AIEP objectives selected by the review panel, and a data source table including concept, indicator, question, and question source for the AIEP survey); (3) Training and Effectiveness of Field Interviewers (job announcement and description; sites and dates of interviewer training; household sampling procedures; pilot study: "The Effect of Ethnic Differences on Interviewer Outcome"; results--interviewer effectiveness); (4) Social Characteristics (townsize distribution of sample contact attempts; county distribution of sample contact attempts; names and types of other training; organization which provided training; occupations of respondents; job most interested in applying for; participate in what tribal events; community affiliations; organizational groups involved in; interests and hobbies; interviewer's reaction to interview; comments made during interview or coding); (5) Oklahoma Indian Census Data Report. (JC)

(574)

ED 138 383
Hall, Paul R. And Others
Literacy and Education among Adult Indians in Oklahoma. Volume III: Appendixes.

Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date May 77
Note—145p.; One of a 3-volume set which includes RC 009 834-836 ; Some tables may be marginally legible due to print quality of the original
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Abstracts, *Adult Literacy, *American Indians, *Annotated Bibliographies, *Codification, Data, Needs Assessment, *Questionnaires, *Research Methodology, Surveys
Identifiers—*Oklahoma
The third in a 3-volume report on the Adult Indian Education Project (AIEP, a 15-month U.S. Office of Education project designed to identify the literacy levels and educational needs of Oklahoma's adult American Indians), this volume presents supporting data in the form of appendices to Volume I. These appendices include: (1) The Survey Instrument (includes instructions to the interviewers, the 56 questions, and examples of the 21 interview cards used); (2) Adult Indian Education Project Code Book; (3) Research and Development Memorandum Number 3: Adult Education and Literacy Annotated Bibliography (38 abstracts selected from a total of 73,621 abstracts found in the Educational Resources Information Center data base for 1973-74, using the two subject classifications "Literacy" and "Adult Literacy"). The bibliography includes both accession numbers and an author index. (JC)

(575)

ED 143 475
An American Indian Training, Placement, and Human Development Project. Center for Employment Training (CET) Final Report, February 1977.
Center for Employment Training, San Jose, Calif.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.
Pub Date Feb 77
Grant—99-6-09442
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, *American Indians, Anglo Americans, Community Programs, Employment Programs, Employment Services, Federal Aid, Human Development, Job Placement, *Job Training, Manpower Development, Mexican Americans, *Program Development, Student Characteristics, Technical Assistance, *Vocational Training Centers
Identifiers—Arizona (Guadalupe), Arizona (Tucson), *California (San Jose), *Center for Employment Training CA, Washington (Bellingham)
Beginning July 1, 1975 the San Jose, California based Center for Employment Training (CET) was granted funds to assist communities with sizeable American Indian populations to develop training and placement programs modelled after itself. These funds enabled three community interest groups in Tucson (Arizona), Guadalupe (Arizona), and Bellingham (Washington) to develop their own fully operative CET Programs. The funds enabled key staff members of these programs to undergo extensive management training, and the programs to raise in-kind and direct equipment and material donations. These CET Programs trained and placed 34 men and women into full-time, permanent jobs--23 in Tucson, 8 in Guadalupe, and 3 in Bellingham. The Guadalupe CET Program also provided recruitment, counseling, placement, and alumni follow-up services. Since the beginning, contact was established with the Choctaw Indian Nation interested in developing a CET Program in Oklahoma. In keeping with the CET philosophy, the CET Programs were community organized and based, thus, reflecting and serving the needs of each unique community. The staffs had backgrounds similar to that of the students served. All the programs used the "Real World Approach" in their training. The San Jose CET Program provided technical assistance to each CET in the organization and training of their staffs, industrial job survey which identified demand skills, fund raising campaigns, proposal writing, statistics and record keeping, accounting, and budgeting. (NQ)

(576)

ED 148 524
Public Hearings on Native American Vocational Education (November, 1976-January, 1977). NACVE Task Force on Native American Vocational Education.
National Advisory Council on Vocational Education, Washington, D.C.; National Advisory Council on Vocational Education, Washington, D.C. Task Force on Native American Vocational Education.
Pub Date Feb 77
Note—159p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Adult Education, Agency Role, *American Indians, *Career Awareness, Counseling, Curriculum Development, Educational Needs, Elementary Secondary Education, Facilities, *Federal Legislation, Financial Support, Geographic Location, *Hearings, Information Dissemination, *Needs Assessment, Reservations (Indian), Synthesis, *Vocational Education
Identifiers—*Education Amendments 1976
Summarizing hearing procedures and findings; this document includes testimony presented at hearings conducted by the Task Force on Native American Vocational Education. Held between late 1976 and early 1977 at Rapid City, South Dakota; Albuquerque, New Mexico; Seattle, Washington; and Washington, D.C.; these hearings address the current status of Indian vocational education under the provisions of the Education Amendments of 1976 (PL 94-482). Major findings are presented as follows: there are two types of facilities needed--schools on or very near the reservations and area schools which can serve small tribes or a group of tribes; there is a critical need in elementary through adult education programs for information regarding options in employment and student assessment of interests and aptitudes; and until other segments of education are improved, vocational education programs will have to include components of remedial reading, writing, and computation. Major Task Force recommendations are represented as follows: that the legislation be amended to require the Bureau of Indian Affairs (BIA) to match vocational education funds appropriated via the U.S. Office of Education (USOE); that the BIA and USOE share the responsibility for administering and monitoring these funds; that the USOE and BIA provide technical assistance to tribes submitting proposals under this legislation; that proposal evaluation criteria consider the special needs of the diverse populations to be served; and that tribes determine their own education priorities. (JC)

(577)

ED 151 137
French, Laurence
Educational Dilemma Facing the Urban Indian.
Pub Date 20 Nov 77
Note—25p.; Paper presented at the National Conference on Urban Education (3rd, Norfolk, Virginia, November 20-22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, Advisory Committees, *American Indians, *Cultural Background, *Educational Needs, Educational Programs, Extension Education, *Federal Government, Higher Education, *Identification (Psychological), Nonreservation American Indians, Policy Formation, Summer Programs, Tutorial Programs, United States History, *Urban Population
Identifiers—*Pan Indianism
Removal and allotment did much to disorganize American Indian groups, yet the ultimate blow came with the 1934 Reorganization Act, the master-plan for the current reservation system. Following reorganization, there were policies of termination, relocation, and self-determination, all of which contributed to the problem of marginal Indians in urban areas. Pan Indianism emerged primarily as a reaction to the depersonalization and deculturation associated with forced accommodation both on the reservation and in urban areas. The National Congress of American Indians (NCAI) was created in 1944, but its effectiveness has been hampered by attempts to work with the existing system. The National Indian Youth Council (NIYC) emerged in the 1960's as a reaction to the more conservative NCAI. The identity established by Pan Indianism is especially important for urban Indians, as they are twice removed from traditional life. The objectives of Pan Indianism for urban Indians can be achieved through special education programs involving: development of summer preparatory programs for Indian students and adults anticipating furthering their education; development of academic year tutorial programs for full time Indian students; development of special Indian adult extension programs; development of ongoing Indian cultural workshops; establishment of student/tutor companionship programs; and utilization of Native American advisory groups. (JC)

(578)

ED 154 947
Summary Report of the Task Force on the Educational Needs of Native Peoples of Ontario.
Pub Date 30 Jun 76
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Education, American Indians, Ancillary Services, *Canada Natives, Community Control, Counselor Training, Cultural Context, Cultural Education, Curriculum Development, *Educational Change, *Educational Improvement, *Educational Needs, Foreign Countries, Health Services, Physical Education, *Program Improvement, Resource Centers, Student Financial Aid, Teacher Education
Identifiers—Canada, Task Force on Educational Needs of Native Peoples
Due to the voluminous nature of the report of the Task Force on the Educational Needs of Native Peoples, this summary of its recommendations has been prepared. The recommendations pertain to the teaching staff and teacher training; counselling staff and counsellor training programmes; curriculum; Indian control of Indian education; financial assistance to treaty Indian students, Metis, and non-status Indian students; adult education, retraining, and upgrading programmes; culturally-oriented programmes and resource centres; student boarding homes; busing; recreation and physical education; and supportive services to Native people--day care, health services, drug and alcohol abuse programmes and courtworker and correctional services. Recommendations which did not fit in these areas are also included. Among the recommendations are that: teachers of Indian children receive courses in Native culture, history, and philosophy taught by Native people; incentives be provided to encourage highly-qualified teachers to practise in Native communities; Native counsellor training programmes provide immersion courses in Native culture and history, together with sound counselling techniques; material relevant to the Native students' background be incorporated in reading texts; Native resource people be hired to revise Native language dictionaries and textbooks; treaty Indian commuting students receive financial assistance equivalent to that provided boarding students; Native students design their own recreation programmes. (NQ)

4870
Migrant Workers

(579)

ED 143 472
Williams, Miriam Q. Labriola, Robert J.
The Pennsylvania Migrant Adult Model Curriculum Resource Guide: A Needs Assessment Approach.
Millersville State Coll., Pa. Educational Development Center.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.; Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
Pub Date Jun 77
Note—259p.; Section II contains the English and Spanish versions of the needs assessment workshop
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Adult Programs, Agricultural Laborers, Bibliographies, Educational Objectives, Educational Programs, Educational Resources, English, Financial Support, Geographic Regions, Instructional Materials, *Migrant Adult Education, *Migrants, *Needs Assessment, Newsletters, Organizations

(Groups), *Program Development, Questionnaires, Relevance (Education), *Resource Guides, Socioeconomic Background, Spanish, State Surveys, Workshops
Identifiers—Adult Performance Level, Elementary Secondary Education Act Title I, *Pennsylvania

Providing a data basis for the planning and implementation of educational programs for migrant adults, this guide is a product of a year-long research effort which focused on the adult migrants in Pennsylvania, their educational needs and interests, the unique factors which should be considered in designing and providing educational programs and resources for these adults, and the resources and programs currently existing for this group. Data were gathered through needs assessment workshops, literature searches, and interviews. The guide is divided into four sections. Section I describes the general situation of migrants and gives State-wide recommendations for meeting their educational needs. Section II contains the English and Spanish versions of the needs assessment workshop and an explanation of the mechanics involved in gathering data. Section III presents the needs assessment data broken down into 8 geographical groupings which represent 27 counties. Data for each area has been coded, to an accompanying map, via tabs on the right side of data pages. The map highlights areas in which information was collected. Section IV contains a description of 11 APL (Adult Performance Level) materials, a 6-item APL bibliography, a 14-item migrant bibliography, a list of 12 resources for migrant educators, a list of 13 adult education publications and newsletters, a list of 99 people and organizations concerned with migrants, and a 2-item bibliography on funding. (NQ)

5050
Behavior Disorder—Drugs

(580)
ED 153 114
Schneider, Karl A. And Others
Behavioral Outcomes and Self-Concept Improvement Through Adult Education of Addicts & Alcoholics in a Combined Abstinent Therapeutic Community.
Pub Date Sep 77
Note—56p.; Paper presented at the Annual Meeting of the Alcohol and Drug Problem Association of North America (28th, Detroit, Michigan, September 25-29, 1977)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, Alcoholism, *Drug Abuse, Program Descriptions, *Reading Skills, *Rehabilitation, *Remedial Instruction, Research Projects, Self Concept, Social Behavior

This paper describes the results of the Eagleville Reading Academy and Satellite Program, a demonstration project funded by the U.S. Office of Education. Eagleville is a private, nonprofit hospital devoted to treatment, research, education and training for alcoholism and drug addiction. The therapeutic community setting includes individual and group therapy, industrial therapy, occupational therapy, physical rehabilitation, family therapy and general medical care. Education is available on a voluntary, self-selection basis in the inpatient phase. The results of the study show that treatment outcome for students is superior at all stages of treatment than for nonstudents. They also show that part of the improved self-concept of patients in treatment at Eagleton is ascribable to the education program. The authors conclude that adult remedial education is an integral component for recovery and deserves serious consideration for inclusion in the continuum of services for drug and alcohol rehabilitation programs. (Author)

(581)
ED 155 539
Schneider, Karl A. And Others
Reading and Writing; Adult Education in Comprehensive Combined Addiction Treatment: Needs, Problems, and Benefits.
Pub Date 16 Sep 76
Note—60p.; Paper presented at the Annual Meeting of the Alcohol and Drug Problem Association (27th, New Orleans, Louisiana, September 12-16, 1976) ; Some pages of the document may be marginally legible
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Basic Education, *Alcoholism, *Drug Addiction, *Educational Therapy, *Literacy Education, Patients (Persons), Program Descriptions, Program Evaluation, *Rehabilitation Programs, *Remedial Programs, Socially Deviant Behavior, Therapeutic Environment

This paper describes the results of the first year of the Eagleville Reading Academy and Satellite Program, a demonstration project funded by the U.S. Office of Education, Right to Read. Eagleville Hospital and Rehabilitation Center treats addicts and alcoholics in a combined abstinent therapeutic community program setting. The goals of the Eagleville Reading Academy Grant are as follows: (1) To demonstrate the necessity of individualized adult personalized education assistance for addicts and alcoholics as an integral component of the addiction/treatment rehabilitation process in the therapeutic community; (2) To develop a model program which involves a team concept of professionally accredited teachers working with a core group of trained volunteers who will work in concert with a resident/candidate; (3) To create a variety of methods, approaches and particularly high interest materials; (4) To offer referral and follow-up services linking to other adult educational programs when patients leave the Eagleville program; and (5) To offer an evaluation process of the effect of education on recovery and to provide data concerning this relationship. Eagleville's first-year operational data indicate that remedial education is an integral component for patient recovery in drug and alcohol rehabilitation programs. (Author/JLL)

5060
Correctional Ed.—Inmate

(582)
ED 110 937
Dinges, Rodney F.
The Effectiveness of a Tutor-Student (One-to-One) Method of Teaching Reading to Functionally Illiterate Inmates at the Illinois State Penitentiary, Menard Branch, Menard, Illinois. Correctional Educators Monograph Series, No. 1.
American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.; American Correctional Association, College Park, Md.; National Association for Public Continuing and Adult Education, Washington, D.C.
Pub Date 75
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, *Correctional Education, *Individual Instruction, Prisoners, Reading Improvement, *Reading Instruction, Reading Research, Teaching Methods, *Tutoring
Identifiers—*Offender Literacy Programs

The purpose of this study was to determine whether or not adult prison inmates reading below the third-grade level can significantly increase their reading level by the use of a tutor-student teaching method, supplemented by the use of flashcards. The subjects in this study were 10 functionally illiterate adult prison inmates, selected on a voluntary basis. They were pre- and posttested and were tutored on an individualized basis for 50 one-hour sessions by six inmates and the investigator. Following analyses of the data, three hypotheses were accepted: adult prison inmates reading below the third-grade level will increase their reading level by use of a tutor-student (one-to-one) teaching method; adult prison inmates will show reading improvement through the use of the tutor-student system after 50 one-hour lessons; and adult prison inmates will, after completion of the tutor-student system, further increase their reading level through the use of flashcards. Further study of positive attitudinal changes which occur while using an individualized teaching method is recommended. (LL)

(583)
ED 113 548
Horan, Carolyn And Others
Establishing an Education Program at the Marin County Jail.
Pub Date Jan 75
Note—192p.; Practicum submitted in partial fulfillment of the degree of Doctor of Education, Nova University
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Adult Education Programs, *Correctional Education, *Corrective Institutions, Educational Facilities, Educational Legislation, High School Equivalency Programs, *Prisoners, Program Administration, Program Content, *Program Development, Program Evaluation, Program Planning, Student Characteristics, Vocational Education
Identifiers—California (Marin County), *Marin County Jail

A detailed account of the establishment of an educational program at Marin County Jail, along with background information, is provided in the document. A discussion of inmate educational programs throughout the country examines inmate needs, facilities, staffing, and funding. Marin County school system interaction with penal institutions, its law enforcement agencies, and county jail are examined, and information gathered on visits to prison educational and vocational programs in local proximity is discussed. Results of an educational survey of Marin County Jail inmates, program goals and philosophy, program establishment, and educational operations are examined. Reactions to the program were generally favorable. The proposal submitted to Marin County Board of Education to establish the jail program, an on-site evaluation report to the Marin County Superintendent of Schools, a report describing the program to the California State legislature, educational and vocational materials, and a bibliography of 27 titles are appended. It is stated that in the three month trial period of the program, 30 inmates had enrolled in the education program, with 17 working toward GED certificates and four having completed the GED requirements. The program has been approved for the 1974-75 year. (LH)

(584)
ED 117 397
Ryan, T. A. And Others
Model of Adult Career Education in Corrections.
Hawaii Univ., Honolulu.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Apr 75
Grant—OEG-0-72-4602; OEG-0-73-4219
Note—313p.; For related document, see CE 006 037
EDRS Price MF-$0.83 HC-$16.73 Plus Postage
Descriptors—*Adult Education, *Career Education, *Correctional Education, Corrective Institutions, Delivery Systems, Educational Needs, Educational Objectives, Educational Planning, Flow Charts, Information Processing, *Instructional Systems, Management Systems, *Models, Program Development, Program Evaluation, Systems Approach

The model was designed to provide a guide for systematic planning, implementation, and evaluation of adult career education in correctional settings, utilizing a systems approach. It consists of seven chapters and a flowchart presenting seven major functions which must be carried out: (1) establishing a conceptual framework, (2) setting up an information processing system and analyzing data to describe the actual correctional setting, (3) assessing needs for adult career education in such a setting, (4) establishing management subgoals and objectives to implement major goals, (5) formulating a management plan to optimize delivery of education, (6) implementing the programs,and (7) evaluating the delivery system and the programs. The flowchart is a graphic representation of the functions. A numerical coding system relates the flowchart to the narrative specifications for the model's functions. Directions for using the model are provided. Appended material (59 pages) includes: a glossary of terms; a bibliography; a list of career education-related periodicals; information on the development of the model; names of resource

personnel, conference and seminar participants, national advisory committee members, and design committee members; and a subject index. (Author/MS)

(585)

ED 123 357

Levy, Girard W. And Others

Vocational Preparation in U.S. Correctional Institutions: A 1974 Survey. Final Report.

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-89-39-72-01-1

Pub Date 15 Dec 75

Contract—DL-89-39-72-01

Note—155p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Correctional Education, Correctional Rehabilitation, *Corrective Institutions, Educational Programs, Institutionalized Persons, Job Training, *National Surveys, *Prisoners, Program Content, *Program Effectiveness, Program Evaluation, Questionnaires, Tables (Data), *Vocational Education, Vocational Rehabilitation

A survey involving all United States correctional institutions for male or female, adult or juvenile offenders was conducted to study three potential vocational preparation activities within the institutions: (1) formal vocational training programs, (2) training in prison industries, and (3) training in maintenance and service assignments. Specific information was sought on training goals, programs, practices, numbers participating, staff, and supportive services. Information was obtained from approximately 70% of all institutions through mail survey questionnaires and site-visit interviews with inmates about to be released or paroled. Results indicated that vocational preparation in correctional institutes is generally inadequate; type and size of institution, length of stay of residents, age and sex of residents, distance from a city, racial composition, and security level made little difference on most variables studied. Findings include: only 57% of vocational training programs have outside accreditation; only 32% have adequate facilities; only 50% of program directors considered job skill development as the major program goal; and only 21% provided off-the-job related instruction. Research approach, results, and recommendations are discussed. Survey and interview instruments are appended. It is stated that with a new committeeman and resources, the potential for conducting programs within the institutions is great. (LH)

(586)

ED 123 478

Ryan, T. A., Ed.

Education for Adults in Correctional Institutions: A Book of Readings: Volume I [and] Volume II.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date 75

Note—637p.; For related document, see CE 007 274

EDRS Price MF-$1.16 HC-$34.15 Plus Postage.

Descriptors—*Adult Basic Education, Anthologies, *Correctional Education, Curriculum Development, Educational Philosophy, Needs Assessment, *Program Development, *Program Evaluation, Resource Materials, *Supplementary Reading Materials

The two volumes are intended primarily as a supplemental resource for use in conjunction with the Model of Adult Basic Education in Corrections. The volumes are divided into seven major sections which correspond to the seven major divisions of the model: (1) analyzing the real life environment; (2) establishing a philosophy; (3) assessing needs; (4) defining goals, subgoals, and objectives; (5) formulating a plan; (6) developing, implementing, and evaluating the program; and (7) evaluating the total system. Sections 1 through 5 are in Volume I and consist of 47 articles concerned with the planning of a delivery system of adult basic education in a correctional setting. Sections 6 and 7 are included in Volume 2 and consist of 26 articles on implementing and evaluating the delivery system. In each section several articles are related to the central topic. The 62 authors include ex-offenders, educators, penologists, economists, social and behavioral scientists, corrections administrators, and line personnel. (Author/BP)

(587)

ED 124 711

Ryan, T. A. And Others

Model of Adult Basic Education in Corrections.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-9-21106-4248(323); OEG-0-70-3431(323); OEG-0-71-3530(323)

Note—313p.; For related document, see CE 007 275

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Adult Basic Education, Bibliographies, *Correctional Education, Corrective Institutions, Delivery Systems, Educational Needs, Educational Objectives, *Instructional Systems, Management Systems, *Models, Program Development, Program Evaluation, *Systems Approach

The document provides a model for planning and evaluating adult basic education (ABE) programs in correctional settings and is also a workbook for its implementation. It requires the use and understanding of systems techniques and concepts. The introduction discusses the rationale for and development of the conceptual model; basic systems, concepts, and principles; and directions for the model's use. The following seven chapters present major functions that must be incorporated into an ABE delivery system. Chapter 1 concerns the conceptualization of the correctional system, describing the real life environment, with ABE programs as an integral part of the system. Chapters 2 through 5, and 7 combine to provide a very detailed model for a management system: establishing a philosophy and assessing needs; defining systems goals, subgoals, and objectives; formulating a plan to implement major goals; and evaluating delivery systems and programs. Chapter 6 constitutes a model for an instructional delivery system. For each element a definition of concept, relation of element or function to the total model and directions to the user are presented. Appended material includes: a 27-page bibliography; a 21-item annotated list of bibliographies of ABE materials; a glossary; names of contributors to the model, resource personnel and advisory committee members; and author and subject indexes. (Author/BP)

(588)

ED 125 726

Emmert, Ellen B.

Offender Assistance Programs Operated by Postsecondary Institutions of Education, 1975-76.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 76

Note—61p.

Available from—AACJC Publications, P. O. Box 298, Alexandria, Virginia 22314 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, *Correctional Education, *Directories, Educational Television, General Education, Junior Colleges, National Surveys, Noncredit Courses, *Post Secondary Education, Prisoners, *Program Descriptions, Vocational Education

In order to determine the numbers and kinds of prisoner education programs offered by postsecondary institutions nationwide, letters were sent to 347 colleges and universities known or believed to be operating such programs. Of these, 99 reported that they had no such program in operation, 237 described their programs, and 11 did not respond. An analysis of the program descriptions indicated that: 63 consisted of one or more academic or vocational courses offered for credit, but leading to no particular degree; 9 consisted of non-credit courses (human development, arts and crafts) only; 15 consisted of vocational or occupational courses only; 13 consisted of TV, video-tape, or electrowriter courses only; 7 consisted of GED (General Educational Development), ABE (Adult Basic Education), or high school equivalency courses only; 7 consisted of correspondence, extension, or independent study only; 13 consisted of study-release courses only; and 80 were multi-component programs incorporating at least two of the above elements. Two programs trained inmates as teachers or tutors for their fellow students and four used student interns or volunteers to provide educational opportunities to offenders. This report contains a brief history of prison education programs, a description of the methodology used in previous surveys and in this survey, and the descriptions and a directory of the programs identified. (DC)

(589)

ED 126 830

McCollum, Sylvia G.

Postsecondary Education Programs For Prisoners.

Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date Sep 75

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Correctional Education, *Correctional Rehabilitation, Correspondence Courses, Costs, *Educational Opportunities, External Degree Programs, Facilities, *Higher Education, Instructional Media, Post Secondary Education, *Prisoners, Program Descriptions

Prisoners' need for education and training is universal. A review of past educational programs for prisoners, as well as current "inside" and "outside" college programs for prisoners demonstrates that the use of college resources as a program alternative differs from situation to situation and from country to country. How prisoners can reasonably be expected to become involved in postsecondary education during imprisonment, where, and when to use college resources as a program alternative also differs from situation to situation. Costs, facilities, post-release problems, and transfer of credits are problems also discussed. (Author/KE)

(590)

ED 128 647

Cronin, F. Patrick And Others

Improvement of Occupational Education in the Federal Bureau of Prisons. Phase I. An Assessment of the Comparative Effectiveness of Occupational Education Delivery Systems in Six Institutions of the Federal Bureau of Prisons.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Department of Justice, Washington, D.C. Federal Prison Industries, Inc.

Report No—VT-103-142

Pub Date Mar 76

Note—200p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Administrative Organization, Community Resources, Comparative Analysis, Contracts, Cooperative Programs, Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, Cost Effectiveness, *Delivery Systems, Effective Teaching, Program Administration, Program Effectiveness, Program Evaluation, Student Attitudes, Student Reaction, Teacher Qualifications, Vocational Education, *Vocational Rehabilitation

At the request of the Federal Bureau of Prisons (FBP), the Center for Vocational Education assessed the comparative effectiveness of approaches for delivering occupational education, particularly the use of civil service employees who provide occupational education programs within FBP institutions as opposed to use of community resources through contractual arrangements with schools or other institutions or individuals. Structured personnel interviews focusing on cost effectiveness, student satisfaction, teacher performance, scope and variety of programming, and program flexibility were conducted with institutional administration and occupational education staff and students at six institutions. Major findings indicate that: (1) Contracted programs were not necessarily more cost effective than civil service programs; (2) programs established under contractual agreement were more adaptive to changes in the labor market and student interest than civil service programs; (3) student satisfaction did not appear to be dependent upon type of delivery system; (4)

instructional preparation was satisfactory across all delivery systems; and (5) current FBP programming is limited in scope and variety. Recommendations include these: that the FBP utilize community-based resource systems, that civil service on-the-job training be replaced with cooperative education programs, and that study release time be pursued at every opportunity. Appendixes (80 pages) include the research approach, staff development needs, and survey instruments. (Author/KJ)

(591)

ED 128 650

Lewis, James P. Fickes, Joan Gaughan

Evaluation of 1975 Postsecondary Educational Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date May 76

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Attitudes, College Deans, *College Programs, Colleges, *Correctional Education, *Corrective Institutions, Post Secondary Education, Prisoners, *Program Administration, *Program Evaluation, *Student Attitudes

Identifiers—Pennsylvania

This study examines the role of the 14 colleges participating in postsecondary programs in eight Pennsylvania correctional institutions, to assess the quality of instruction and educational services, and to determine the attitudes of the offenders towards the college program. Data used in the evaluation was collected by questionnaires administered to the offenders and to deans of continuing education of each of the colleges participating at the eight correctional institutions. The results section is designed to reflect outcomes as they relate to the specific evaluation objectives. The responses of the deans are summarized in narrative form. The results of the offenders' responses are also summarized and grouped by the three subsection of perceptions of instructors, perceptions of services, and perceptions of values and attitudes. Over one-half of the report consists of appendixes containing the evaluation questionnaires and the individual institution responses. (WL)

(592)

ED 131 318

Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.

Texas State Dept. of Corrections, Huntsville. Windham School District.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No—VT-103-316

Pub Date 30 Jun 75

Note—136p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Correctional Education, *Correctional Rehabilitation, Followup Studies, *Prisoners, Program Evaluation, *Vocational Education, *Vocational Followup

Identifiers—Texas, Windham School District

In the second year of an indepth evaluation of the vocational training offered to inmates of the Texas Department of Corrections, personal interviews were held with random samples of three treatment groups from the inmates released during the calendar year 1973. One group were graduates of the Windham School District Vocational Training courses; others were graduates of other vocational training or a work furlough program; and the fourth group, with no vocational training, served as a control. Response from the former inmates was low, with only 63 interviews conducted. An additional 24 interviews were obtained with reincarcerated subjects. Based on results of the survey, the recommendations offered include: (1) Placing the released offender in a job related to his training, (2) continuing evaluation of the vocational training programs offered, and (3) instruction in areas related to employment, such as money management and interpersonal development. A bibliography, the survey instrument, and correspondence are included. Part 2 of the report describes the methodology of the followup program and presents a comparison of the results of the 1973 and 1974 surveys. (RG)

(593)

ED 132 388

Lewis, James P. Boyle, Rebecca

Evaluation of 1975-76 Vocational and Basic Education Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg. Office of Corrections Education.

Pub Date Jul 76

Note—51p.; For a related document see ED 126 300

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Basic Education, Basic Skills, *Correctional Education, Corrective Institutions, Educational Programs, Job Skills, Needs Assessment, *Prisoners, *Program Attitudes, *Program Effectiveness, Program Evaluation, Research, Skill Development, *Vocational Education

In an effort to better achieve the educational program objectives of developing specific salable skills, and developing skills leading to the General Education Development completion, 321 male and 23 female offenders enrolled in adult basic education, general education development, and vocational courses in Pennsylvania's eight State institutions were evaluated concerning their attitudes towards the quality of instruction and educational services offered. (The eight institutions are Camp Hill, Dallas, Graterford, Greensburg, Huntingdon, Muncy, Pittsburgh, and Rockview.) After analyzing data collected from two forms (Educational Evaluation Form and the Training Survey) completed by the subjects, it was generally concluded that the lack of resource materials and some supportive services (i.e. limited library materials and counseling services) is a problem. However, offenders have positive values and attitudes toward the education programs in terms of entering, opportunity, benefits, and self-reliance. The document presents 18 specific conclusions and discusses four institutional recommendations. Twenty-four tables supplement the discussion of the study, and brief descriptions of each institution's educational program are also provided. (WL)

(594)

ED 138 751

Herron, Rex H. And Others

National Survey of Postsecondary Education Programs for Incarcerated Offenders.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 73

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Correctional Education, Correctional Rehabilitation, Degrees (Titles), Educational Opportunities, Enrollment, Federal Government, Higher Education, National Surveys, *Post Secondary Education, Prisoners, Questionnaires, State Government

Identifiers—United States

A national survey of 305 major Federal and State correctional institutions was conducted to determine the extent of postsecondary education programs in those institutions. At the time of the study 210,183 men and women were confined in the institutions surveyed. To assure 100% response, the investigators contacted the education directors, assistant superintendents, or superintendents of most of the institutions by long distance telephone. Although the data showed a tremendous growth in number of classes available and number of students taking part in them, only 5% to 6% of the populations of the surveyed institutions were involved in higher education classes. It was found that 71% of the institutions offered postsecondary courses. Of those institutions, 54% had part-time programs, 24% full-time, and 22% a combination of part-time and full-time. Other questions related to types of certificates or degrees granted, when the program started, whether the institution granted study release time, and further plans for postsecondary education. The investigators made recommendations related to ongoing evaluation, innovations, followthrough, supportive services for students who have left prison, cooperation between university and correctional personnel, publicity about the educational programs, and adaptation of effective programs to other institutions. The recommendations are included and an appendix contains a summary of compiled responses to the questionnaire items. (LMS)

(595)

ED 141 585

A Review of Corrections Education Policy for the Department of Health, Education & Welfare. Final Report.

MetaMetrics, Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington., D.C. Office of the Secretary.

Pub Date 4 Apr 77

Note—167p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Administrative Agencies, Adult Basic Education, Adult Education, *Agency Role, *Correctional Education, Correctional Rehabilitation, Educational Needs, *Educational Policy, Educational Programs, Federal Legislation, *Federal Programs, Government Role, High School Equivalency Programs, Interagency Coordination, Needs Assessment, Post Secondary Education, Prisoners, Program Descriptions, Program Effectiveness, *Public Policy, Vocational Education, Vocational Rehabilitation

Identifiers—*Department of Health Education and Welfare, United States

The study described here was undertaken to develop a comprehensive description of corrections education programs in the Department of Health, Education, and Welfare (HEW) and to make recommendations regarding their purposes and operations including their relation to other Federal corrections programs. Presentation is in five sections: An overview of corrections education, Federal coordinating efforts, Federal corrections education programs, and findings and recommendations. A historical review indicates the changing perception of the criminal from sinner to socially disadvantaged. A literature review is summarized which revealed that the tendency to declare that no rehabilitation programs work is inaccurate. Key legislation under which Federally funded corrections education programs are implemented is described, and Federal program coordinating efforts through agencies in the Departments of Labor, Justice, and HEW are outlined. Data are presented for the types and number of inmates involved in corrections education programs in adult basic education, adult secondary education, vocational/occupational education, social education, and postsecondary education. A discussion of the need for corrections education policy and coordination including the role of HEW comprise the last section. The recommendations presented focus on the need for the Federal role being defined according to both national educational objectives and national criminal justice objectives. The establishment of a representative of corrections education within the Office of the Secretary, HEW, to represent the interests of the corrections clientele, is suggested. (MF)

(596)

ED 142 720

An Overview of Findings and Recommendations of Major Research Studies and National Commissions Concerning Education of Offenders. Report No. 81.

Education Commission of the States, Denver, Colo.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date Mar 76

Note—26p.

Available from—Education Commission of the States, 822 Lincoln Tower Building, 1860 Lincoln Street, Denver, Colorado 80203 ($3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Agencies, *Adults, College Cooperation, *Correctional Education, Corrective Institutions, *Delinquents, *Educational Needs, Educational Programs, Educational Research, High School Equivalency Programs, Interagency Cooperation, Literature Reviews, National Surveys, Post Secondary Education, *Prisoners

Identifiers—United States

After a brief introduction describing the goals and proposed activities of the 3-year Correctional Education Project (which began in January

1975), 10 studies, pulled together by the project and representing comprehensive research about correctional education and systems, are analyzed. (Correctional education is defined generally as the educational programs and processes available to adult and juvenile offenders after adjudication. The term is also used to refer to institution-based education of inmates.) Two kinds of studies are included: The work of five national commissions that looked at a variety of critical issues in corrections, including correctional education; and five published national studies that specifically address issues in either adult or juvenile correctional education. The authors note that because the studies are comprehensive in what they attempt to do, they can be considered seriously by policymakers particularly at the national level. Titles of the studies are "Corrections," "Educational Programs in Adult Correctional Institutions," "GED Testing in State Penal Institutions," "An Evaluation of 'New Gate' and Other Prisoner Education Programs," "School Behind Bars--A Descriptive Overview of Correctional Education in the American Prison System," "Education for the Youthful Offender in Correctional Institutions," "The Criminal Offender--What Should Be Done?" "A Time to Act," "State-Local Relations in the Criminal Justice System," and "The President's Commission on Law Enforcement and Administration of Justice: Task Force on Corrections." (SH)

(597)

ED 142 958

Kilty, Ted K.

A Study of the Characteristics of Reading Programs in Federal, State, and City-County Penal Institutions.

Western Michigan Univ., Kalamazoo. School of Education.

Pub Date 77

Note—47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Reading Programs, *Correctional Education, *Corrective Institutions, Participation, Prisoners, *Reading Instruction, Reading Materials, *Reading Programs, *Surveys, Teacher Qualifications, Teaching Assistants, Teaching Methods

This study investigated the characteristics of reading programs offered to inmates of federal, state, and city/county penal institutions. The total number of institutions that responded to a questionnaire sent by the investigator was: federal, 27 (100% response); state, 426 (68% response); and city/county, 675 (16% response). Findings are reported for the following areas: information possessed by the institution about inmates' educational backgrounds; existence of a reading program; grade levels of reading instruction offered; teaching certification and formal reading training of the individual in charge of the reading program; assistant personnel available to the reading teacher; the manner in which inmates become involved in the reading program; the relationship of reading instruction to inmates' work assignments; determination of the instructional methods used; reading materials available; frequency and length of instruction; the number of inmates involved in the reading program in relation to the number of eligible inmates; sources of funding for the program; the existence of records of inmates' progress in the program; and the existence of other educational programs for inmates. A list of recommendations and an appendix containing related material are included. (GW)

(598)

ED 147 577

Ryan, T. A., Ed.

Perspectives for Career Education in Corrections.

Hawaii Univ., Honolulu.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—452p.; For a related document see CE 013 987

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—Administrative Change, Administrative Personnel, Adult Education, Adult Vocational Education, *Career Education, *Correctional Education, Correctional Rehabilitation, Delivery Systems, Educational Objectives, Job Placement, *Models, Motivation, Needs Assessment, Prisoners, *Program Development, Program Evaluation, *Program Planning, Staff Improvement, *Vocational Development, Vocational Rehabilitation

One of the products resulting from the Adult Career Education in Corrections Program of the University of Hawaii (a national effort initiated in 1972 and implemented within a regional framework with local participation), this volume is intended to serve as a supplemental resource for use with a generalized model (see related note) for planning, implementing, and evaluating programs of adult career education in corrections. The volume is comprised of articles divided into seven major topical areas which correspond to the seven major functions of the model: establish conceptual framework (fourteen articles), process system information (three articles), assess needs for career education (two articles), define/develop goals/subgoals/objectives (three articles), formulate adult career education plan (eight articles), implement adult career education plan (sixteen articles), and evaluate adult career education system (one twenty-page article). The articles were written by a wide range of professionals in the fields of corrections, education, economics, sociology, and psychology (SH)

(599)

ED 152 226

Bagley, Carrie A.

Comprehensive Offender Program Effort. Final Progress Report.

Minnesota State Dept. of Corrections, St. Paul.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 77

Grant—76-ED-05-0025

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Computer Assisted Instruction, *Computer Oriented Programs, *Correctional Education, Corrective Institutions, *Curriculum Development, Educational Games, General Education, *Instructional Design, Tutorial Programs, Vocational Education

This report summarizes the year's activities of a project at two adult correctional institutions which utilized computers in their educational programs to supplement the existing GED, basic math, language arts, reading, and vocational skills and awareness curriculums. The computer is used as a supplement to the educational programs by providing drill practice, gaming, and tutorial instructional strategies for each student. Additional instructional strategies are provided by manuals which teachers use in introducing the computers to their students and in deciding which lessons are appropriate for a particular student's level. Students also reference the manuals in conjunction with the GED, curriculum, and machinist training lessons. (Author)

(600)

ED 154 159

Assessment for Vocational Program Needs and Development in Illinois Correctional Institutions.

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date [77]

Contract—RDC-A7-261

Note—133p.; Parts of this document may not reproduce well because of faint, heavy, or broken type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, Attitudes, *Correctional Education, *Corrective Institutions, *Needs Assessment, Program Proposals, Questionnaires, Rehabilitation, *Vocational Education, *Vocational Rehabilitation

This study was conducted to assess vocational program needs and development in Illinois correctional institutions. Specific objectives included the following: (1) to review results of efforts both nationally and in Illinois to meet the vocational needs of adult and juvenile offenders; (2) to conduct a survey of twenty-three correctional institutions offering vocational programs; (3) to follow up a selected sample of ex-offenders to identify their attitudes toward the type of vocational education programs offered; and (4) to provide recommendations for future programs or ancillary service development. The primary data-gathering instrument was a questionnaire, which was sent to residents, vocational instructors, administrative staff, vocational counselors, and correctional counselors at the institutions. In addition, further information was obtained through on-site visitations. The overall conclusion of the report is that a complete vocational process, from intake and diagnosis to placement, follow-up and feedback should be designed and implemented. The questionnaire, analysis of each questionnaire item, and analysis of open-ended questions are appended. (BB)

(601)

ED 155 354

Abram, Robert E. Wheatley, Robert

Vocational Education in Ohio Correctional Institutions: A Follow-Up Study.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60217

Pub Date Dec 77

Grant—G007604317

Note—128p.; The interview forms and a few other pages may not reproduce well because of faint type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adjustment Problems, Adults, *Correctional Education, Educational Experience, Employment Experience, *Employment Patterns, *Employment Problems, *Prisoners, Program Attitudes, State Surveys, *Vocational Education, Vocational Followup, Vocational Rehabilitation, Youth

Identifiers—*Exoffenders, Ohio

A follow-up study was conducted of released youth and adult offenders who had had vocational training while incarcerated in six Ohio correctional facilities. Structured personal interviews were administered to 185 students by counselors and counselor managers of the Bureau of Vocational Rehabilitation, Ohio Rehabilitation Services Commission. Interview sites covered fifteen cities and numerous rural towns in Ohio. Findings were reported on students' perceptions of their correctional vocational program, post release employment and educational experiences, and general problem areas encountered during the post-release adjustment period. Major findings indicated the following: (1) overall student impressions of the quality of correctional vocational training were favorable; (2) unemployment rates for both youth and adults were high; (3) few obtained a job in the same or related field of training; (4) enrollment in an educational institution after release was low; (5) and "lack of job" and "lack of money" were the most frequently cited post-release problems. Recommendations focus on the following: strengthening job placement, educational placement, and vocational guidance and counseling services; establishing a career education program; and providing a pre-employment training program to all offenders prior to release or parole. (Copies of the interview forms are appended.) (Author/JH)

5230
Adult Basic Education/Adult Performance Level—General

(602)
ED 110 682
The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 4 Jun 75
Note—43p.
Available from—U. S. General Accounting Office, Distribution Section, P. O. Box 1020, Washington, D. C. 20013 (Stock No. MWD-75-61, $1.00)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, Adult Education Programs, Adult Literacy, Educational Legislation, Educationally Disadvantaged, Educational Needs, Educational Programs, Federal Legislation, *Federal Programs, Federal State Relationship, Government Role, Illiteracy, Illiterate Adults, *Literacy Education, Program Administration, Program Effectiveness, *Program Evaluation, *State Programs
Identifiers—California, Illinois, North Carolina, Texas, Virginia
Adult basic education programs in California, Illinois, North Carolina, Texas, and Virginia were reviewed to assess the progress made by the programs in reducing illiteracy. The programs' management was also evaluated. It was found that although some positive achievements have been made, the program successfully reaches only a small fraction of those needing it. In the program's first nine years, about 4.6 million adults enrolled, but only about one percent of the 57 million adults in the target population and four percent of the 15 million adults with less than eight years of schooling have participated in any given year. Through fiscal year 1972, 17 percent of the 3.5 million participants at or below the eighth grade level had achieved an eighth grade equivalency education. Management problems include: lack of realistic and measurable program goals and evaluative criteria, misdirected recruiting, limited benefits of special projects and unsystematic dissemination of their results, lack of coordination with Federal antipoverty and manpower-training programs, and inaccurate reporting of data. The report recommends several actions (including legislative and congressional) for combating these problems. (Author/PR)

(603)
ED 112 119
Mezirow, Jack And Others
Last Gamble on Education: Dynamics of Adult Basic Education.
Adult Education Association of U.S.A., Washington, D.C.; Columbia Univ., New York, N.Y. Center for Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Note—178p.; Appendixes A and B have been deleted due to irreproducibility
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Adult Basic Education, Adult Educators, Adult Students, Community Involvement, Education, Educational Finance, Educational Objectives, *Educational Research, Paraprofessional School Personnel, *Program Administration, Program Improvement, Student Characteristics, Teacher Characteristics, *Urban Education
Identifiers—Paraprofessional Personnel
The book, the result of a two-year research project on urban adult basic education (ABE) develops comprehensive and analytical descriptions of significant aspects in the ABE program operation and classroom interaction, and the perspectives of those involved. The study was conducted in large city public schools throughout the country, and the information gathered is presented in chapter form, following an introduction stating methodology and rationale: ABE--The Only Game in Town points out divergent objectives and funding on local, State, and Federal levels; Classroom Dynamics describes student diversity, enrollment, conduct, failure syndrome, testing, teaching approaches, and discipline; The Students deals with motivational reasons for enrolling in terms of race, sex, and age; Teachers and Counselors supplies background and salary information, and perceptions of students and curriculum; Paraprofessionals supplies background and funding information, and defines job duties and recruitment--selection process; Directors explores background and perspectives on students, teachers, the program, funding, salary, and status; Hustling the Community discusses variables in achieving funding and facilities; Improving the Odds analyzes program improvements in terms of the students involved. (The, document is indexed.) (LH)

(604)
ED 112 137
Main, Ray F. Harrigan, Robert J.
Computational Performance of Group IV Personnel in Vocational Training Programs. Final Report.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No—NPRDC-TR-75-23
Pub Date Feb 75
Note—31p.; For a related document, see CE 004 926
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Basic Education, Course Descriptions, *Course Evaluation, Individualized Instruction, Low Ability Students, *Military Personnel, Military Training, *Remedial Instruction, *Remedial Mathematics, *Teaching Methods, Test Results, Tests
Identifiers—Navy
The document evaluates Navy Group Four personnel gains in basic arithmetic skills after taking experimental courses in linear measurement and recipe conversion. Categorized as Mental Group Four by receiving scores from the 10th to the 30th percentile of the Armed Forces Qualification Test, trainees received instruction tailored to the level of their abilities and presented within a vocational context. Instruction in measuring linear dimensions was given to 26 Group Four trainees and recipe conversion was taught to 17 Group Four trainees and 23 Commissaryman personnel. All trainees worked individually and at their own rate, with test results showing Group Four personnel achieving proficiency in only some of the required skills. Concluding that mathematical learning capacities of Group Four personnel did not appear to be adequate for learning to perform typically required computational tasks of Navy enlisted men, despite experimental changes in coursework presentation, it is stated that the nature of the difficulties experienced by this group must be clarified before further improvement in training can be accomplished. Tabulation of test results is included and descriptions of meld test problems, the recipe conversion test, and the diagnostic mathematics quiz are appended. (LH)

(605)
ED 112 885
Euster, George W.
The Coordination of Library and Basic Education Services for Disadvantaged Adults and Expanding Public Library Services to Disadvantaged Adults. Final Report.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date Aug 75
Grant—OEG-0-72-2523; OEG-0-74-3925
Note—199p.; Project Year: July 1, 1974-June 30, 1975
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—*Adult Basic Education, Adults, Annual Reports, *Demonstration Programs, Disadvantaged Groups, Information Seeking, *Institutes (Training Programs), Interinstitutional Cooperation, Library Cooperation, *Library Extension, Library Services, Literature Reviews, Program Descriptions, *Program Evaluation, Public Libraries
Identifiers—AAEC, *Appalachian Adult Education Center
This report for fiscal year 1974-75 covers the second year activities of three demonstrations in Georgia, Ohio, and Tennessee, of the interrelating of public library and basic education services for disadvantaged adults. It also covers the dissemination of these demonstrations through the training-institutes series in those three states and in Kentucky and Mississippi. The body of this report is divided into several parts: (1) a brief chronology of the experiences of the Appalachian Adult Education Center (AAEC) which resulted in the library series of the past three years; (2) a theoretical overview and literature review on the nature of information seeking/finding as it pertains to public library services to disadvantaged adults; (3) an overview of the demonstration projects and the 31 communities participating in the dissemination-institute series; and (4) the results of the one-year followup evaluation of the 32 1973-74 dissemination institute sites. Appendixes include work statements, end-of-the-year reports, products, and compilations of the participants' evaluations of the two-day planning sessions by site. (Author/SL)

(606)
ED 113 694
Powell, William R. And Others
Determining the Feasibility of an Annual Commissioner's Report of the Mastery of Basic Skills by Florida Citizens. Basic Literacy and Basic Skills Technical Report No. 1.
Florida State Dept. of Education, Tallahassee.; Florida Univ., Gainesville. Coll. of Education.
Pub Date Nov 75
Note—41p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, Functional Illiteracy, *Functional Reading, Language Skills, Listening Skills, *Literacy, *Literacy Education, Mathematics, *Reading Achievement, Reading Instruction, Writing Skills
Identifiers—Florida
This report recommends that an annual report be made to the citizens of Florida about the state of literacy in Florida. The concept of literacy is defined in terms of levels of literacy and basic skills required to achieve the different levels. A review of the literature on literacy is the basis for three suggested levels of literacy: (1) pre-literacy, composed of skills which are still unstable and transient and which allow a person to complete the tasks demanded by society in its elementary schools; (2) basic literacy, composed of stable skills measurable at a grade level of approximately 5.5; and (3) career literacy, composed of occupationally specific skills and functional and survival skills and measurable at a grade level of approximately 7.5. Since work is one of the primary functions of being an independent contributing member of society, career literacy is considered necessary for a person to become minimally literate. The basic skills are those language and computational processes essential for literacy and upon which further learning depends. It is recommended that a statewide criterion assessment device be constructed to identify the essential tasks which need to be accomplished in each skill area. (MKM)

(607)
ED 114 545
Gruetter, Sandra
Adult Basic Education/Instructional Television Project. August, 1974-August, 1975. Final Report.
Maryland State Dept. of Education, Baltimore. Adult Continuing Education Section.
Spons Agency—Office of Education (DHEW),

Washington, D.C.
Bureau No—V-0023VK
Pub Date Aug 75
Note—40p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, *Adult Educators, *Educational Television, *Program Descriptions, Program Evaluation, *Teacher Education

The report describes the accomplishment of the objectives of a project, the overall purpose of which was to disseminate a video-taped adult basic education teachers training program (Basic Education: Teaching the Adult) to interested institutions of higher education in 10 educational regions. The 10 objectives dealt with conducting regional orientation seminars for regional, state, and higher education institutional staff, selecting institutions, providing technical assistance and consultation, coordinating regional and state project activities, delivering course material, supervising the evaluation component, conducting evaluation sessions, and disseminating the project evaluation report. The successful fulfillment of each of the objectives, except for regional evaluation meetings which were possible in only one region due to lack of funds and time, is discussed. Project problems are described as few in number and as mainly the result of temporal constraints. The report also includes a calendar review of the one-year project and five specific recommendations for future projects. Appended are: the program, agenda, conference evaluation, and letters from two national conferences held for evaluation of the project, a report of Region Five professors' evaluation meeting in Indianapolis, and a copy of the Ohio State Award. (Author/MS)

(608)
ED 114 607
Brooks, Elva M.
Project Open-Out: Adult Basic Education: Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—V324074
Pub Date Jul 75
Grant—OEG-3-72-0073
Note—51p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Educators, Educational Objectives, Educational Problems, Instructional Materials, Paraprofessional School Personnel, *Program Descriptions, *Program Evaluation, Program Planning

A project in adult basic education was established in the Model Neighborhood of Wilmington, Delaware. A delivery system of services using paraprofessionals was created to give eligible adults individualized instruction in their home or a nearby center. The results showed that most of the project enrollment and performance objectives were met. Data are provided regarding: enrollment data, an education opinion instrument administered to 69 students at the end of the project period, a wide range achievement test to determine the amount of progress in the areas of spelling, math, and reading, and a list of student activities. Instructional materials used by staff members were chosen according to the needs of individuals. Some of the materials are listed, rated, and evaluated. Problems encountered in the project were constant turnover of paraprofessionals, transportation of students, enrolling students in driver's education classes who did not possess functional English skills, and retaining and recruiting. Excerpts from a third-party evaluation provide information related to the procedures used in the project, a final evaluation questionnaire administered to the staff, an analysis of the project operations, and interview questions to determine extent of student participation. The project was termed "an exciting, rewarding, and successful program." (Author/EC)

(609)
ED 114 609
Adult Functional Competency: A Summary.
Texas Univ., Austin. Div. of Extension.
Pub Date Mar 75
Note—30p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Characteristics, Adult Education, Adults, Basic Skills, Daily Living Skills, *Functional Illiteracy, Individual Needs, *Knowledge Level, National Competency Tests, *National Surveys, Performance Criteria, Performance Factors, Performance Tests, *Success Factors
Identifiers—Adult Performance Level, APL

The Adult Performance Level (APL) project summary specifies the competencies which are functional to economic and educational success in society and describes devices developed for assessing those competencies. The APL theory of functional competency identifies adult needs in general knowledge areas (consumer economics, occupational knowledge, community resources, health, and government and law) and in primary skills (communication skills, computation skills, problem solving skills, and interpersonal relations skills). The APL project methodology involved the following activities: specification of competencies, development of performance indicators, field test and subsequent revision, national assessment of competency, and determination of competency levels. Three APL levels are identified: APL 1--adults functioning with difficulty, APL 2--functional adults, and APL 3--proficient adults. An APL national survey (five samples totaling 7,500 adults) on functional competency reports the competency levels of adults according to knowledge and skill areas and demographic groupings, with 20% falling in the APL 1 category. Additional performance data related to general knowledge areas and primary skills are provided. Possible methods for APL implementation and dissemination in the classroom, local program, State, and national levels are suggested as well as its implications for elementary and secondary education. Appended materials include additional notes on APL goals, objectives, and tasks. (Author/EC)

(610)
ED 115 790
Harman, David
The "Right to Read": An Assessment.
Pub Date Sep 75
Note—14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Education, Adult Literacy, Change Strategies, Community Influence, *Continuous Learning, Early Childhood Education, *Educational Assessment, Educational Needs, *Educational Strategies, Family Environment, Functional Illiteracy, Literacy, *Literacy Education, National Programs, Parent Education, Preschool Education, Reading, Reading Failure, Reading Instruction
Identifiers—Right to Read

The late commissioner of education, James Allen, proclaimed the "Right to Read" as the educational target of the current decade. The object was to inculcate and improve reading skills among 25 percent of the American population who either lacked or were deficient in them. Has this goal been at least half-way attained? Midway through the 1970's it must be admitted that the goal has not been realized at all. In fact, there is every indication that the situation is actually more severe than was initially posed, and the gaps between readers and nonreaders may actually be widening. The crux of the reading failure syndrome lies in the creation of "conditions for reading" or a "reading environment," implying a need for organized intervention among population groups not attending schools (parents and preschool children). Parents, who must require reading skills in order to function and who are the pivotal factors in the creation of home environments, are those most neglected by organized reading instruction efforts. Reading instruction within the framework of recurrent education is the theme expounded. The target remains vitally desirable; the remedies are in need of alteration. With a fresh look at strategies, "Right-to-Read" is attainable. (Author/AJ)

(611)
ED 116 047
Davidson, Edmonia W.
Operation COPE: Family Learning Centers for Mothers Who are Heads of Households for the National Council of Negro Women in Washington, D.C. Final Report.
National Council of Negro Women, Washington, D.C.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Jun 75
Grant—OEG-0-73-5226
Note—106p.; For related documents, see CE 006 015 and CE 005 929; Best Copy Available
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—*Adult Basic Education, Daily Living Skills, *Demonstration Projects, *Heads of Households, Home Economics Education, Individualized Instruction, Inservice Teacher Education, *Job Skills, Low Income, Models, *Mothers, Office Occupations Education, One Parent Family, Parent Education, Problem Solving, Program Development, Self Concept, Self Evaluation, Volunteers
Identifiers—District of Columbia, National Council of Negro Women, *Operation COPE

The document reports on the second and final year of a demonstration Adult Basic Education (ABE) project in Washington, D.C., administered by the National Council of Negro Women. Operation COPE: A Family Learning Center served the needs of educationally disadvantaged, low-income young mothers who head households. The learners' expressed interests and needs determined the curriculum (typing, sewing, and arts and crafts) taught to equip the students for employment. Reading and mathematics were incorporated into these skill subjects; homemaking was gradually introduced into the sewing classes. Individualized instruction was available in reading and math. Family and citizenship education, field trips and audiovisual aids, and utilization of service agencies were also program elements. The project's second thrust was developing inservice training for ABE professionals and paraprofessionals. Implementation of the program's essential elements is described: recruitment, counseling, climate, team approach, curriculum, community linkages, volunteers, staff development, advisory committee, and research and evaluation. Included are sample instructional materials and participant data and testimonials. Concluding the report are principles which underlay the successful model, e.g., the low-income mothers see themselves as self-directing, respond to respect, and can be helped to diagnose their needs and to plan, conduct, and evaluate their own learning. (Author/AJ)

(612)
ED 116 048
Arter, Rhetta M.
Operation COPE: A Family Learning Center. Independent Evaluator's Report for the Period July 1, 1974-June 30, 1975.
National Council of Negro Women, Washington, D.C.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Jun 75
Grant—OEG-0-73-5226
Note—34p.; For related documents, see CE 006 014 and CE 005 929
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, Community Resources, *Daily Living Skills, *Demonstration Projects, Heads of Households, Individualized Instruction, Inservice Teacher Education, Integrated Curriculum, Interagency Cooperation, Job Skills, Low Income, *Mothers, National Organizations, Negro Organizations, One Parent Family, Parent Education, *Program Evaluation, Voluntary Agencies, Volunteers, Volunteer Training
Identifiers—District of Columbia, National Council of Negro Women, *Operation COPE

The findings of the independent evaluation of Operation COPE are reported, with reference to the project sponsors' contractual commitments, in a series of categorical statements congruent with the evaluators' conclusion that the demonstration ABE project for young mothers in Washington, D.C., represented a "spectrum of success hues." The innovative features of Operation COPE which may be projected as having national significance and/or being of special value to the adult education effort identified in the evaluation include: (1) the involvement of a national organization, National Council of Negro Women (NCNW), which gives promise of the delivery of needed ABE and coping services to the racial and cultural minorities interested in acquiring these skills, to whom NCNW already has access; (2) the approaches to staff and volunteer development; (3) the integration of coping skills and ABE in a way which meets the interest of participants in employability, without violating ABE

values; and (4) the significant linkage with community resources. The evaluators conclude that the umbrella purpose of Operation COPE, which was to develop a model of a family learning center as a component of a multipurpose arrangement offering a vehicle for education and information related to family needs, was achieved. (Author/AJ)

(613)

ED 117 360

Schulz, Harriette

Survey of Adult Education Programs for the Disadvantaged.

Institute for Community Studies, Kansas City, Mo.

Pub Date Sep 75

Note—132p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—*Abstracts, *Adult Basic Education, Adult Dropouts, Adult Education, *Adult Education Programs, *Annotated Bibliographies, *Disadvantaged Groups, Illiterate Adults, Literacy Education, Program Descriptions, Reports, Research Projects

The publication contains abstracts and annotated bibliographical references of research projects and programs in adult basic education. The projects and programs cited represent the results of a survey to search out studies that delineate project population, methods, materials, and results. The survey was designed to limit the time period covered (1965-75) and the educational area covered (academic rather than vocational). The abstracts are arranged alphabetically by author in a 60-page section. A discussion section contains observations drawn from the survey supporting the conclusion that basic questions concerning adult education (what kind of teachers, teaching what kind of students, with what kind of content, at what level of complexity, and in what teaching style) have not yet been definitively answered. Those studies which seemed to be peripheral to the main survey and those which did not include sufficient achievement data are listed alphabetically by author in an annotated bibliography (Appendix A, 47 pages). Other appended materials include: approximate figures on grade level gains per unit of time, a suggested checklist for future research, and a list of sources contacted in gathering the documents (includes computer searches and references). (Author/MS)

(614)

ED 117 460

Special Experimental Adult Basic Education Demonstration Project 1972-1975. Final Report.

Pima County Schools, Tucson, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V324062

Pub Date 1 Oct 75

Grant—OEG-973-0092

Note—85p.; The photographs will not reproduce in microfiche

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—*Adult Basic Education, *Adult Education Programs, *Educationally Disadvantaged, English (Second Language), Home Instruction, Instructional Programs, *Low Income Groups, Participant Characteristics, *Program Descriptions

The three-year Special Experimental Adult Basic Education (ABE) Project was established in Tucson, Arizona, in order to identify and recruit residents known to have minimal academic skills or a minimal ability to communicate in the English language. ABE services, developed to meet individual needs, were offered in the home by project teachers when participants were unable to attend classes. The services came in the form of innovative and individualized survival type lessons designed to enable participants to understand and deal with the existing socioeconomic system in their locality. The first year of the project focused on recruiting low income participants with no high school education through general outreach techniques and on the development of relevant and practical learning materials. In the second and third years the emphasis shifted to enrolling parents of school aged children into ABE classes and encouraging them to become involved with the programs or institutions affecting their children through specific goals such as: visit the classroom, become volunteer teaching aides, serve as tutors, or attend parent meetings. The importance of the role of the project teacher is discussed and participant data are given. Summaries of accomplishments for 1973-1975, correspondence, and samples of materials and curriculum are appended. (Author/EC)

(615)

ED 118 864

Project APPLE CORE. Annual Report, July 1, 1975 to September 30, 1975.

Louisiana State Dept. of Education, Baton Rouge.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0016-VA

Pub Date Dec 75

Grant—OEG-0-74-1811

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education Programs, Basic Skills, Career Education, *Diagnostic Teaching, Educationally Disadvantaged, Employees, Employer Attitudes, Individual Instruction, Individualized Instruction, Individual Needs, *Inplant Programs, Job Skills, Material Development, Occupational Aspiration, *Program Descriptions, Promotion (Occupational), *Underemployed

Identifiers—*Adult Performance Level, APL, Louisiana (Lafayette Parish), Project Apple Core

Project Apple Core (Adult Performance Level), a 15-month project funded through Section 309 of the Adult Education Act of 1966, was carried out in Lafayette Parish, Louisiana, to provide a career-oriented instructional program for undereducated and underemployed adults in that area. The document briefly describes some aspects of the project, in which employers, administrators, and supervisors identified undereducated employed adults, and instructional programs for them were implemented in a hospital, a packing plant, a Union, and a city public works department. Individual prescription programs for each student were developed, based upon: (1) a survey identifying necessary levels of competency, (2) supervisor interviews to identify each employee's specific academic weaknesses, (3) employee interviews to determine their specific interests, and (4) site visits. Paraprofessionals were hired, career-oriented math and reading curricula were developed, and instructional materials were compiled into instructional packets in the areas of Health Services, Private Industry, and Municipal Service. Communication between the agency and the supervisors provided feedback. An annotated bibliography was compiled, a dissemination conference held, and a slide presentation developed and shown for promotion, training, and recruitment. Sizeable gains were produced in educational levels among participants. The document does not contain the bibliography or the instructional packets. (AJ)

(616)

ED 120 376

Drake, James Bob Morgan, Alice S.

Coordinating Right to Read with Adult Basic Education.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Spons Agency—Alabama State Dept. of Education, Montgomery.; Office of Education (DHEW), Washington, D.C.

Bureau No—V0091VA

Pub Date Jul 75

Grant—OEG-0-74-1762

Note—224p.; Not available in hard copy due to marginal reproducibility; Appendix F, newspaper clippings, was deleted because of lack of reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Characteristics, *Adult Reading Programs, Data Analysis, Educational Objectives, Evaluation Methods, *Home Instruction, Illiterate Adults, *Program Descriptions, *Program Evaluation, Remedial Reading, Tables (Data), Volunteers, Young Adults

Identifiers—*Alabama, Right to Read

The project, conducted in five Alabama counties, was concerned with identifying and recruiting nonreading young adults and providing home-based instruction to those who could not attend adult basic education classes. Paraprofessionals and volunteers were recruited and trained in order to meet this objective. As of May 31, 1975, over 40 community agencies had provided home-based instruction, with free materials and at least one hour of instruction per week, for 259 learners at a cost of $356.06 per person. Background information on the locale, school systems, and special factors of the five counties (Montgomery, Macon, Russell, Jefferson, and Tuscaloosa) are given. The following program elements are described: participant characteristics, objectives, personnel, organization details, activities and services, instructional equipment and materials, information dissemination, community development, and budget. The third party evaluation involved two aspects: (1) a process evaluation utilizing planning and process evaluation worksheets to evaluate the program's functions, and (2) a product evaluation surveying participant reactions in relationship to the program's 12 objectives. Tables supplement the discussions. Nineteen appendixes, one-half of the document, present project-related materials including: a university workshop and inservice programs, publicity materials, case studies, evaluation instrument, progress reports, forms, sample materials, and correspondence. (Author/EC)

(617)

ED 122 124

Moore, Allen B., Ed. And Others

Case Studies of Selected Cooperative Adult Education Programs.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Report No—VT-102-747

Pub Date Jun 75

Grant—OEG-0-74-1812

Note—140p.; For related documents, see CE 007 063-064 and CE 007 066-067

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number AD3, $9.25 ea.; Complete set of five, $30.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education Programs, Adult Vocational Education, Business, *Case Studies (Education), *Cooperative Programs, Industry, Inplant Programs, Participant Satisfaction, Program Descriptions, Program Evaluation, Program Planning, *School Industry Relationship, *Site Analysis

Third in a series of five, the document presents case study reports of site visits to cooperative adult education programs. The five locations visited included programs between: (1) Wharton County Junior College and Johnson Testers, Inc. (Texas); (2) Louisiana State Department of Education and B. F. Trappey and Sons (Louisiana); (3) Grand Rapids Community School and Fisher Body Plant #2 (Michigan); (4) Lancaster-Lebanon Intermediate Unit 13 and the Walter W. Moyer Company (Pennsylvania); and (5) Martin Technical Institute and Weyerhaeuser Company (North Carolina). Each study is divided into the following areas: (1) background information, (2) roles and responsibilities, (3) participant reaction, (4) concern related information, (5) outstanding and unique features, (6) an evalution and (7) additional program-related materials or information. Twelve criteria were established as a basis for examining the programs. Examination of the case studies centered on evaluating existing programs as a basis for what type of programs should exist. Evaluative criteria included: needs assessment, objective setting, staffing, procedures and materials, pre-planning, funding, administration, job placement, communications, evaluation, recruitment and selection, and counseling. (KH)

(618)

ED 122 208

Coy, Joye Jenkins

The Role of Adult Literacy in the Community.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Adult

Reading Programs, Community Characteristics, *Community Study, English (Second Language), Functional Illiteracy, *Literacy, *Program Development, *Reading Instruction

Adult literacy programs must provide individuals with the essential knowledge and skills which enable them to function effectively within their environments. The goal of adult literacy programs must be to enable students to become less dependent on others, which is also the goal of most adult students. Administrators of adult literacy programs have the responsibility to research and assess the needs of the community, which may involve examining the personality of the community and surveying its needs as determined by community service agencies, governmental organizations, educational institutions, business organizations, and citizens. Determining the needs of the community can provide insight into areas of program development that should receive special emphasis. An examination of language competence of adults in the target population may indicate that a large number of adults are literate in non-English, yet not literate in English; or not literate in either non-English or English; or not literate in native English. Adults' performance limitations and goals must also be considered in planning the program. Suggestions are given for both formal and informal measures of skills and abilities in order to individualize instruction. (MKM)

(619)

ED 123 361

Nabokov, Peter And Others

Staff Development Through the Implementation of Two Innovative Learning/Teaching Modes. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Report No—FR-WD-CA-76-3

Pub Date Mar 76

Grant—OEG-0-73-5221

Note—95p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 007 042-044

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Consumer Education, Curriculum Development, *Decision Making, Educationally Disadvantaged, Educational Objectives, Instructional Systems, *Models, *Peer Teaching, Program Descriptions, Program Development, Program Evaluation, *Teaching Methods

The final report describes the generally successful development and use of two new instructional models for adult basic education (ABE): a peer instruction model and an instructional system for consumer decision making. Section 1 examines the two year application of the peer instruction model, first developed for the military, in various adult education programs throughout the country, including community centered adult education programs in Alabama and Vermont and adult school situations at the Compton Adult School, Compton, California, and the Memorial Adult School, San Diego. Background information, detailed local project reports, recommendations, and dissemination techniques are discussed. Section 2 examines the development of an instructional system for consumer decision making which incorporates consumer decision making and problem solving. Included are: background (discussing staff development and site visits), purpose (discussing educational objectives), design and development (including a prototype curriculum and field testing), and discussion of the application of the models to adult basic education situations. It was found that the two models were conceptually complementary, but dissemination mechanisms by which the ABE community could implement them were somewhat unsatisfactory. Various project related forms and comments are appended. (LH)

(620)

ED 125 669

Newman, Mayrelee F.

Cooperative Planning to Maximize Adult Basic Education Opportunities Through Public Library Extension in Appalachian North Carolina. Final Report.

Appalachian State Univ., Boone, N.C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Bureau No—RO-2-0560

Pub Date Oct 75

Grant—OEG-0-72-1432

Note—164p.; Not available in hard copy due to poor reproducibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Attitudes, Colleges, Cooperative Programs, *Daily Living Skills, Educational Research, Functional Illiteracy, High School Equivalency Programs, Information Needs, *Interinstitutional Cooperation, Library Surveys, *Literacy Education, *Outreach Programs, Participant Characteristics, Public Libraries, *Rural Areas, Universities, Use Studies

Identifiers—*Appalachia, North Carolina

A research project was designed to develop literacy services for functionally illiterate adults in the Appalachian area of North Carolina. The Mayland Technical Institute (a two-year college), the Avery-Mitchell-Yancy Regional Library, and Appalachian State University cooperated to assess the needs of the target population and design a demonstration outreach project for Adult Basic Education. Titled Rural Appalachian Progress Skills (RAPskills), the project concentrated on reading, writing, and arithmetic to enable adults to achieve high school equivalency. Both home visit and learning lab techniques were used. The study's large research component included descriptive and observational records of the project; a library questionnaire designed to determine attitudes, usage patterns, and library skills; and tests to determine participant's attitudes about education and the self as well as levels of coping skills. Evaluations indicated that, while the interinstitutional cooperation efforts were not entirely successful, many participants achieved high school equivalency and improved their attitudes and skills. (LS)

(621)

ED 127 477

An Assessment of Illinois Programs in Adult Basic Education.

Northern Illinois Univ., De Kalb. Graduate Studies in Adult Continuing Education.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—125p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Basic Education, Curriculum Evaluation, Evaluation Methods, Models, *Program Administration, *Program Evaluation, State Programs

Identifiers—Illinois

The overall purpose of this evaluative project was to improve the administrative and programmatic aspects of public adult and continuing education programs in Illinois—particularly those funded under public law 91-230 (The Adult Education Act). A second major purpose was to provide a model for future evaluative efforts. Twenty local programs were evaluated, selected on a basis of size, geographic distribution, and balance of public school district and community college sponsorship. (Nine were operated by community colleges.) The general approach adopted was that of collaborative appraisal by local program staff members and by outside persons with demonstrated expertise in adult education. Within the study emphasis was put on (1) self-study by those evaluated, (2) gathering useful data only, (3) putting data into usable form, (4) disseminating the findings to Illinois program directors, (5) helping adult education personnel develop evaluative skills, and (6) demonstrating the pay off for evaluation. General findings are presented with summary, recommendations, and questionnaire responses under the eight criteria selected for appraisal: (1) Curriculum and Instruction, (2) Inter-Institutional Relationships, (3) Intra-Institutional Relationships, (4) Professionalism, (5) Evaluation and Follow-Up, (6) Physical Facilities, (7) Efficiency and Accountability, and (8) Supporting Services. Programs evaluated are listed in the appendices along with questionnaires and other instruments used. (WL)

(622)

ED 128 770

Hensler, Vicki

A New Option in Adult Basic Education: The Adult Performance Level High School Diploma.

Pub Date 76

Note—5p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, *Basic Skills, Career Exploration, *Functional Illiteracy, *High School Equivalency Programs, Literacy Education, *Social Adjustment, Social Disadvantagement

Identifiers—*Adult Performance Level, APL

This paper describes the Adult Performance Level (APL) project, an alternative to external high school diplomas such as the General Educational Development (GED) test. Based on the need for "functional literacy" or "functional competency," the program teaches basic skills (reading, writing, speaking, listening, communication, computation, problem solving, and interpersonal dynamics) and general knowledge in the areas of consumer economics, occupational awareness, health, community resources, and government and law. In addition, the program teaches specific coping skills appropriate to individual goals in one of three categories: occupational/vocational, advanced academic, or advanced specialization (such as homemaking). (KS)

(623)

ED 129 900

Stieht, Thomas G. Beck, Lawrence J.

Development of an Experimental Literacy Assessment Battery. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No—AFHRL-TR-76-51; HumRRO-FR-WD-CA-76-5

Pub Date Jun 76

Contract—F41609-75-C-0014

Note—166p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Literacy, Decoding (Reading), Listening Comprehension, *Listening Tests, Manuals, *Military Personnel, Military Training, Reading Comprehension, *Reading Tests, Scoring, Test Construction

Identifiers—Air Force, Diagnostic Reading Scales, Durrell Listening Reading Series, *Literacy Assessment Battery

This report describes the development of a Literacy Assessment Battery (LAB) for determining the relative efficiency with which adults can comprehend language by reading or listening. Development of the LAB included: the tryout with adults of two listening and reading tests designed for children; experimental studies of a decoding task involving simultaneous listening and reading; a calibration study to develop listening and reading passages of comparable difficulty; and a small-scale study to demonstrate how the experimental LAB might be normed and interpreted to make it an operational instrument. The LAB and the LAB examiner's manual are included. (Author/BW)

(624)

ED 129 974

Thomas, Audrey M.

Adult Basic Education and Literacy Activities in Canada, 1975-76.

World Literacy of Canada, Toronto (Ontario).

Spons Agency—Samuel Bronfman Foundation, New York, N.Y.

Pub Date Apr 76

Note—3p.; For a related document see CE 007 784

Available from—World Literacy of Canada, 692 Coxwell Avenue, Toronto, Ontario, M4C 3B6 ($5.00 postpaid per copy, $4.00 per copy in bulks of 10—in Canada and U. S. A.; international orders: $10.00 postpaid air mail, $7.00 postpaid surface mail)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Literacy, Census Figures, *Delivery Systems, Demography, Educational Needs, Educational Research, Foreign

Countries, *Functional Illiteracy, Interviews, Literacy Classes, *Literacy Education, National Surveys, Organizations (Groups), Program Descriptions, Social Characteristics, State of the Art Reviews
Identifiers—*Canada, Ontario

The 1-year project reported here was undertaken for World Literacy of Canada to survey the nature and extent of functional illiteracy in Canada, with a focus on those activities currently being undertaken in Anglophone Canada. An introduction provides background on the extent of the problem, comparing 1961 and 1971 Census statistics, and defines the scope of the project. In a 1971 Census data analysis, 20 tables and 6 figures are presented showing national and provincial breakdowns of the target population for selected demographic and social characteristics. Capsule descriptions are provided for each characteristic and a profile of the "typical" adult in the target population is built up. Methodology for the two phases of the project (in Ontario and in the rest of Anglophone Canada) are described. Types of organizations currently involved in Canadian Adult Basic Education (ABE) and literacy are described and findings from the interview schedules in Phase 1 are presented. (Phase 1 covered 23 organizations involved in ABE and literacy in Ontario. Administrators, instructors, and students of these programs were interviewed to gain as full a picture as possible of program operations). The section presenting Phase 2 findings includes a summary of the delivery systems for ABE existing in all of the provinces, except Quebec, and a summary of a survey of Anglophone school boards. The final conclusions section presents a series of questions, issues, and concerns arising from the whole project. Selected bibliography and appendices with additional statistics are also included. (JT)

(625)

ED 129 982

Thomas, Audrey M.

Canadian Adult Basic Education and Literacy Activities: A Digest.

World Literacy of Canada, Toronto (Ontario).

Spons Agency—Samuel Bronfman Foundation, New York, N.Y.

Pub Date Jul 76

Note—30p.; For a related document see CE 007 547

Available from—World Literacy of Canada, 692 Coxwell Avenue, Toronto, Ontario, M4C 3B6 ($0.50)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, *Adult Literacy, Demography, Educational Research, Foreign Countries, Functional Illiteracy, Illiterate Adults, *Literacy Education, National Surveys, Social Characteristics

Identifiers—*Canada

A 1-year project undertaken for World Literacy of Canada to survey the Canadian Literacy scene attempted to identify and describe the adult population in need of literacy activities in Canada, to identify and describe the literacy activities being undertaken by existing organizations, communities and individuals in Canada, and to share the findings of the project with interested organizations, government officials and individuals with a view to literacy activity planning in Canada. This summary of the final report (1) describes the problem; (2) describes the characteristics of the target population (geographic distribution, sex, age, residence, ethnic group, birthplace, immigration, labor force participation, unemployment, labor force by industry, and a summary profile); (3) describes existing programs (department of manpower and immigration, corrections, other government programs, school boards, libraries, literacy councils, Literacy Volunteers of America, Frontier College, other programs in the private sector, and sheltered workshops); (4) summarizes characteristics of the programs (instructors, students, regional variations); and (5) lists major issues and concerns emerging from the study and recommendations resulting from the 1975 Adult Basic and Literacy Education Conference in Toronto. (JT)

(626)

ED 131 242

da Costa, Lamartine Pereira

Workshop Organization and Management in Adult Education. Case Study of the MOBRAL System.

Ministerio da Educacao e Cultura, Rio de Janeiro (Brazil). Movimento Brasileiro de Alfabetizacao.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Nov 74

Note—48p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Organization, Adult Education, Case Studies, *Decentralization, Developing Nations, Foreign Countries, *Literacy Education, *National Programs, Organizational Change, *Organizational Effectiveness, Organizational Theories, *Program Administration, Social Structure, Workshops

Identifiers—Brazil, *Brazilian Literacy Movement, *MOBRAL

This case study of the organizational structure of the Brazilian Literacy Movement (MOBRAL) describes the various organizational changes made as the mediating agency attempted to develop a large-scale national program within the existing social structure. Steps in the organization's development are traced from: (1) Beginnings in 1970 under the country's Ministry of Education and Culture as a flexible, decentralized national system with coordinators in the country's 22 states, through (2) some consolidation of structure in the central office to better manage the widespread activities, to (3) successful working operation at the end of the third year with five million students enrolled in classes in all of Brazil's 3,953 municipalities. Conclusions are drawn regarding the relative advantages and disadvantages of closed and open organizational systems with respect to the flexibility built into the MOBRAL structure. Brief comments are also included on MOBRAL as a model of organization and management for other institutions. Various charts depict the MOBRAL structure at national, state, and municipal levels. (JT)

(627)

ED 132 350

Griffith, William S. *Cervero, Ronald M.*

The Adult Performance Level Program: A Serious and Deliberate Examination.

Pub Date 20 Nov 76

Note—20p.; Paper presented at the National Association of Public Continuing Adult Educators (New York City, November 20, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education Programs, Curriculum Development, Educational Needs, Educational Objectives, Federal Programs, High School Equivalency Programs, Instructional Systems, *National Competency Tests, *Performance Tests, *Program Effectiveness, Program Evaluation, Test Validity

Identifiers—*Adult Performance Level Program

Noting that the Federal adult education program, Adult Performance Level Program (APL), only affects 1% of its target population, the author examines the program and concludes with seven major observations: (1) Increased attention should be given to the admonition, "Users of the instrument should have a general knowledge of the principles of measurement"; (2) The promotion of the APL concept by the U.S. Office of Education (USOE) is an instance of Federal leadership whose appropriateness is open to question; (3) The USOE has done an unusually thorough and effective job of publicizing and promoting the APL approach; (4) The American College Testing Program has clearly committed itself to the refinement, adaptation, publication, and distribution of APL materials; (5) The APL concept has not yet been fully operationalized; (6) Consideration should be given to the extent to which the General Educational Development (GED) tests and the APL measure the same set of basic skills; and (7) The concentration of attention by the USOE and State Department of Education on the APL system will be a commendable investment of human and financial program resources to the extent that it results in the development of ABE programs which are more effective than existing programs in recruiting, retaining, and teaching adults in the target population. (WL)

(628)

ED 133 027

Howard, James H.

Adult Basic Education Career Development Center in the Newark Model Cities Area, for the Period Ending December 31, 1974. Final Report.

Essex County Coll., Newark, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 5 Apr 76

Grant—OEG-2-73-AB02(324)

Note—72p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Educators, Career Ladders, Community Colleges, *Demonstration Projects, *Differentiated Staffs, Inservice Teacher Education, *Junior Colleges, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, Urban Education

Activities of the Adult Basic Education (ABE) Career Development Center, a demonstration project conducted by Essex County College in conjunction with the Newark Construction Trades Training Corporation, are reported. The project supplied career-related adult basic education to minority construction trainees and to trainees in other career areas. Additional objectives of the project were to develop a training program and career ladder for adult basic education teachers to serve the inner-city adult population, and to develop an instructional strategy which would enable trained paraprofessionals to teach basic skills. The project was staffed through small working teams composed of ABE Aides recruited from among community college students, ABE Associate Professionals with 150 hours of supervised experience as tutors or aides, and ABE Professionals and Specialists with varying combinations of experience and graduate training. During the course of the project, approximately 450 students attended and 265 completed from one to four ABE courses; the remainder either received instruction to develop a specific skill or left the program. Students were pre- and post-tested in reading and mathematics using the California Tests of Adult Basic Education, Level D. Results indicated that students progressed at a rate eight times faster than students in U. S. public school systems. Checklists of demonstrated skills, a proposed Associate Degree curriculum in Adult Basic Education, and an independent evaluation of the project are appended. (JDS)

(629)

ED 133 683

Duffy, Thomas M. *And Others*

Language Skills: A Prospectus for the Naval Service.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No—NPRDC-SR-76-3

Pub Date Oct 75

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Basic Education, *Armed Forces, Educational Programs, Language Skills, *Literacy, Readability, *Reading Ability, *Reading Level, *Reading Materials, Reading Programs, Reading Research

Identifiers—*Navy

Concern about the discrepancy between the reading ability of naval personnel and the level of reading material they must deal with in a naval career prompted the study summarized in this report. Focusing on literacy standards and on meeting the standards of reading difficulty and reading ability, the report discusses short-range research and development (R&D) requirements, mid- and long-range R&D recommendations, R&D program delimitation, comprehensibility factors, adjunctives and alternatives to written text, training programs, an overview of needed research on the reading process, a basic reading program, and prospects and requirements for the future. A list of references is included. (JM)

(630)

ED 133 699

Roberts, Bette H. *Russell, Sheldon N.*

A Reading Profile of Functionally Illiterate Adults.

Central State Univ., Edmond, Okla. Coll. of Education.; Oklahoma State Dept. of Education,

Oklahoma City.
Pub Date Sep 76
Note—75p.; An Adult Basic Education Special Project
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, *Functional Illiteracy, *Illiterate Adults, Intelligence, Reading Ability, *Reading Diagnosis, *Reading Research, Reading Skills, Study Habits, Teaching Methods
In order to identify the reading behavior and instructional needs of functionally illiterate adults reading below fourth grade level, 50 adults were identified and diagnosed on the Durrell Analysis of Reading Difficulty test and the Slosson Intelligence Test for Children and Adults. In addition, a questionnaire was administered to Oklahoma City adult basic education teachers to establish areas of concern to the teachers. A tutorial instruction component was conducted with four adults, for the duration of the study, to implement a variety of teaching techniques and to gather data on the study habits of functionally illiterate adults. This document discusses the problem, the treatment of data, analysis of results, conclusions and implications of test results, recommendations for testing, the instructional component, and the classroom and instructional recommendations. Tables of findings, a selected bibliography, and three appendixes (teacher survey, sample lesson plan, and list of materials) are included. (JM)

(631)

ED 138 732

Shaw, Marilyn B., Ed. *Stubblefield, Harold W., Ed.*

Adult Basic Education: Research, Development and Dissemination. Proceedings of the 1976 Virginia ABE Dissemination Conference.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency—Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date 76
Note—192p.; Some tables and figures may be marginally legible due to print quality of original; These proceedings were under the auspices of the Administrative and Educational Services of Virginia Polytechnic Institute
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Adult Basic Education, Community Education, Conference Reports, Correctional Education, Curriculum Development, *Demonstration Projects, High School Equivalency Programs, *Information Dissemination, Inservice Teacher Education, *Research Projects, School Holding Power, Student Recruitment, Teaching Methods
These proceedings contain the presentations made at a conference held to disseminate results of teacher training and special demonstration projects (funded by the Adult Education Act, Title IV, Section 309) which had recently been conducted in Virginia and other middle eastern and southeastern States. Also included in the proceedings are papers by two conference consultants, Harold Beder and John Niemi, who spoke on the difficulties inherent in dissemination and suggested strategies for more effective diffusion and adoption of innovations. The rest of the papers are grouped under the following topics: (1) Student development in adult basic education (ABE), including recruitment and retention, teaching strategies, lifestyle assessment, and evaluations (nine papers); (2) teacher competencies: inservice needs and problems (one paper); and (3) special programs including inservice education, ABE in correctional institutions, and community education (three papers). Information on the conference, including lists of staff, guest speakers, project presenters, and participants, is also included. (LMS)

(632)

ED 139 997

Fallon, Ruth

Adult Basic Education Follow-Up Study.

Pub Date Apr 77
Note—23p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Basic Education, Educational Research, *Evaluation Methods, *Followup Studies, Measurement Instruments, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, *Research Methodology
Identifiers—Wisconsin
The Gateway Technical Institute's followup study on former adult basic education (ABE) students is examined in this report, which focuses primarily on the process of the study. Since the Gateway study complemented objective measures of program effectiveness with a perspective that is often missing in program evaluations, namely, former participants' subjective perceptions of the value of ABE, the author notes that the study was valuable not only in the results it provided the local district concerning the effects of ABE on former clients, but also in the information it provides researchers concerning the process of such evaluation in ABE. A brief review of literature and previous ABE evaluation processes of the Gateway districts are discussed first. Theoretical and practical limitations of the Gateway followup study are then presented and the design of the study is examined. Suggestions for alternate research procedures in future ABE followup studies are included. Finally, results and conclusions of the study are given. (WL)

(633)

ED 140 055

Drake, James Bob

"Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report.

Northeast Alabama State Junior Coll., Rainsville, Ala.
Spons Agency—Alabama State Dept. of Education, Montgomery.; Office of Education (DHEW), Washington, D.C.
Bureau No—533EH60325
Pub Date Feb 77
Grant—G007507188
Note—109p.; Pages 42, 44, 66, 84, and 86 of the original document were blank cover sheets and were therefore removed
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, *Community Education, Demography, Extension Education, Individualized Programs, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Rural Education
Identifiers—Alabama
The first year of the "Operation New Horizons"--Right to Read--Adult Reading Academy Project, sponsored by the Northeast Alabama State Junior College in Rainsville, Alabama, is evaluated in this report. (The objectives of the project, which began on July 1, 1975, centered on (1) developing a reading academy which would help eliminate functional illiteracy in the five-county area serviced by the college and (2) developing a network of community, home-based, and college campus-based reading programs within the service areas.) The first two sections of this report provide a description of program, information on the locale, economy, education, and special factors of the service areas. The evaluation is covered in the third section under two subsections. The subsection, Information and Data Concerning Process Evaluation, includes the project director's monthly progress reports and a five-column evaluation worksheet covering data on personnel/staff functions, appraisal factor, essential points, rating scale, and findings and stipulations. In the second subsection, Product Evaluations, each program's objectives and evaluative criteria are outlined and discussed separately. According to the evaluator, the project has been very successful and many of the program components could and should be used in recruiting and teaching the functional adult in almost any setting. (SH)

(634)

ED 140 282

Mack, Faith Royster-Pencefonte

The Illiteracy Concept: Defining the Critical Level.

Pub Date [76]
Note—13p.; Report prepared at Grand Valley State Colleges
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Literacy, Basic Skills, Consumer Economics, *Functional Illiteracy, *Illiteracy, Illiterate Adults, *Literacy, *Reading Research, *Reading Skills
The first section of this paper reports the results of numerous literacy studies in which adults were tested on a variety of tasks, including filling out forms, answering questions about newspaper classified advertisements, and dealing with certain facets of consumer economics. The percentage of adults in the United States reported to be literate varied widely from study to study. In the second section, the author explores various definitions of literacy. Literacy has been defined as the ability to respond appropriately to all possible reading tasks, as the presence of reading skills necessary to enable persons to function effectively in society, and as the level of achievement attained by the average child by the beginning of fourth grade. Some researchers have attempted to define "functional literacy," which connotes reading for a purpose related in some way to social utility. The author concludes that literacy is related to specific tasks and specific contexts and that there can be no universal definition of literacy. In the United States, the minimum level of reading ability required for full participation in the social and economic life of the nation appears to be around the eleventh grade level. (GW)

(635)

ED 142 982

Biggs, Shirley A. *Scales, Alice M.*

Using Psycholinguistic Data to Develop Reading Competence in Adult Learners.

Pub Date [77]
Note—30p.; Paper prepared at University of Pittsburgh
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Basic Education, Adult Reading Programs, Adult Students, Cloze Procedure, Context Clues, *Diagnostic Teaching, Individual Instruction, *Miscue Analysis, *Psycholinguistics, *Reading Development, *Reading Diagnosis, *Reading Instruction, Teaching Techniques
This paper discusses adult reading levels, the differences between adult and child learners, and diagnostic techniques that can be used to develop reading competence in an adult learner. In the example provided of an adult learner, a profile analysis of the adult revealed his motivation for developing reading competence and his perceived reading strengths and needs. After his reading level was determined, the subject orally read a passage at that level and answered factual, vocabulary, inferential, and critical questions pertaining to the passage. From a miscue analysis of the oral reading, the instructor found that the adult learner made errors of substitution and of omission. Therefore, instruction concentrated on identification skills, practice in using context clues, and practice in using factual information. The teaching strategies included making generalizations for pronouncing words, underlining context clues of words in passages, and using cloze procedures on factual literature. The paper concludes that the diagnostic process used in this example can be modified and applied to other adult learners at varying reading levels. (RL)

(636)

ED 148 099

Lindsay, Carl A. *And Others*

1975-76 Pennsylvania Adult Basic Education Assessment Project: An Examination of the APL Construct and Mezirow's Program Evaluation Model as a Basis for Program Improvement. Final Report.

Pennsylvania State Univ., University Park.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Adult Basic Education Section.
Pub Date Dec 76
Contract—09-6902
Note—87p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Adult Basic Education, *Basic Skills, Educational Assessment, *Educational Diagnosis, Educational Objectives, Educational Programs, Inservice Teacher Education, Performance Based Education, Performance Tests, *Program Effectiveness, Program Evaluation, *Program Improvement, *State Programs, State Surveys, Statewide Planning, Task Performance, Test Interpretation, Test Results
Identifiers—*Adult Performance Level, Pennsylvania
A project was conducted in Pennsylvania to determine what changes might improve the effectiveness of the State's adult basic education (ABE) program. Northcutt's construct of functional competency adult performance level (APL) and Mezirow's program evaluation model

provided the basis for the project's two components: APL assessment and program analysis. Data was collected through (1) surveys of staff and students from a sample of sixty ABE programs, (2) student performance on the APL, and (3) workshops attended by eighty-eight practitioners from local ABE programs. The APL assessment resulted in several findings including the following: APL levels discriminate effectively among student abilities; and there was general staff agreement that the APL construct could be used in establishing statewide criteria for different grade levels and that the APL test could serve as a diagnostic-placement tool. The program analysis findings included the following: A major problem in goal-setting is the discrepancy that often exists between program goals and those of individual students; the primary consideration for selecting ABE staff should be ability; and formal daily staff discussions are regarded as the most effective format for inservice sessions. (The report concludes with eighteen recommendations for improving program effectiveness or administrative efficiency of ABE programs at the Federal, State, and local levels.) (EM)

(637)

ED 145 100

Heller, Barbara R.

New York State Adult Functional Literacy Models. Final Report.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Continuing Education.; Office of Education (DHEW), Washington, D.C.

Note—177p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Basic Education, Board of Education Policy, *Educational Alternatives, Educational Certificates, *Educational Development, Educational Objectives, Field Studies, Futures (of Society), Literacy Education, *Models, Performance Based Education, Policy Formation, Program Descriptions, Program Development, Staff Improvement, State of the Art Reviews, *State Programs

Identifiers—*Adult Performance Level, New York, United States

This report discusses a nationwide study of Adult Performance Level (APL) which involved sixteen projects in seven states and was conducted to (1) examine the University of Texas at Austin's APL study and describe the results and recommendations in terms of the adult needs in New York State; (2) examine several New York State Adult Basic Education (ABE) programs and to describe the intra-state variations; (3) examine selected APL materials and guidelines developed in other states to identify those aspects that should be considered as potential paths for New York State to pursue; and (4) design a set of models for incorporating an APL emphasis into existing New York State ABE programs. The body of this report is organized into the following five sections: (1) discussion of the generic background including a critical description of the APL study; (2) description and comparison of those curricula that reflect the findings of the APL study; (3) discussion which focuses on the integration of APL-type and ABE activities and emphasizes emerging credentially efforts; (4) presentation of an overview of staff development efforts; and (5) description of the more feasible of the alternatives that exist for the New York State Education Department when making policy decisions regarding future directions in adult literacy programs. The appendix comprises one-half of this report and includes site visit reports of the sixteen projects. (EM)

(638)

ED 148 542

Fausto, Vincent J.

Mobilizing Adult Basic Education. Final Project Report.

New Jersey State Dept. of Education, Trenton. Office of Adult and Continuing Education.

Pub Date 78

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, Adult Basic Education, *Adult Education, Basic Skills, Churches, *Delivery Systems, Hypothesis Testing, Learning Laboratories, Mathematics, Models, Public Facilities, Reading, *Rural Population, *Satellite Laboratories, *Student Recruitment

Identifiers—New Jersey (Millville)

An adult basic education (ABE) project was undertaken in 1977 in southern New Jersey to take instruction to students in rural areas. The region was one in which some 75% of the population had not completed high school. Centered in Millville with satellite centers in four rural townships whose secondary students are bussed to Millville, the project had as its objective to establish classes and measure student growth and attendance patterns. Satellite learning centers were set up in public and church facilities. To reach adults with little or no reading skills, a variety of recruiting methods were adopted, including an innovative "yellow box technique" which involved the community in recruiting. Instructors worked with students individually and in small groups, with 98% of the students opting for evening classes. Results showed use of satellite learning centers did not yield significantly higher growth and comprehension rates among rural learners than among those served by a single, centrally located unit; however, use of the satellites in recruitment did produce significantly more learners from among a rural population. Lack of English as a Second Language classes was viewed as a major problem because of the large Hispanic population. The model successfully adjusted learning environment to the unique needs of adult rural students. (RS)

(639)

ED 149 302

West, Ellen M.

The Use of an Unobtrusive Screening Device to Approximate Reading Levels of Adults.

Pub Date Dec 77

Note—10p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, Adults, Evaluation Methods, *Informal Reading Inventory, *Reading Ability, Reading Comprehension, *Reading Level, *Reading Research, *Test Reliability, *Test Validity

Identifiers—*Informal Reading Inventory for Directive Teaching

This study tested the validity and reliability of the West Informal Reading Evaluation (WIRE), an unobtrusive screening device that identifies adult learners' reading abilities. Of the 154 students in basic education or high school completion courses who completed one form of WIRE, 123 subjects were administered another reading test that served as the validity criterion, and 100 subjects were administered a second form of WIRE to determine the instrument's reliability. Results indicate that both WIRE forms are valid measures of adult silent-reading comprehension and yield reliable scores for the informal assessment of adult reading levels. The study concludes that reading teachers can use WIRE to select initial instructional materials, to select more-specific diagnostic instruments, to survey students in adult reading classes, and to assign students to adult reading classes. (RL)

(640)

ED 151 112

Harris, Dolores M.

Final Evaluation and Monitoring Report of Demonstration Project for Adult Education "Mobilizing Adult Basic Education".

Millville Public Schools District, N.J.

Pub Date 19 Dec 77

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Advisory Committees, Attendance Records, Budgets, Classroom Environment, Community Involvement, Community Resources, Costs, Counseling, *Demonstration Projects, *Instruction, *Program Administration, *Program Evaluation, Recordkeeping, Recruitment, *Rural Population, Student Records, Tests

Identifiers—*New Jersey

A demonstration adult education project aimed at a rural New Jersey population and involving class sessions 1 evening per week at 6 sites (N=85 students, including 65 caucasians, 10 blacks, and 10 Hispanic) was evaluated in terms of compliance, process, and performance. Compliance monitoring included examination of: visitations; budget; staff records; student records; recruiter/counselor activities; publicity; advisory committee/community involvement. Compliance monitoring was given a rating of one (excellent compliance with project objectives). Performance monitoring was rated on the basis of: adherence to project objectives; test results; program administration; staff training; utilization of advisory committee; student attendance. Performance monitoring also received a rating of one. Process monitoring was judged by establishment and maintenance of class environment and effectiveness of instructional approaches, methodology, and materials. Process monitoring received a one rating as well. Among the more specific findings were: most participants had gained an average of two years growth during the period of instruction; average cost per instructional hour per participant was $3.97; there was considerable difficulty in the establishment of the English as a Second Language component; there was excellent utilization of the advisory committee; use of peer teachers and volunteers facilitated positive participative student attitudes. (JC)

(641)

ED 154 129

Dauzat, Sam V.

Louisiana Adult Performance Level Pilot Study: A Comparative Analysis of APL Competency-Based Instructional Programs. Final Report.

Louisiana Tech Univ., Ruston. Coll. of Education.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Pub Date [78]

Grant—ABE-2B-1977

Note—82p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Adult Basic Education, Adult Learning, Adult Students, Basic Skills, Control Groups, *Conventional Instruction, Daily Living Skills, Educational Research, Experimental Groups, *Experimental Teaching, *Program Effectiveness, *School Holding Power

Identifiers—*Adult Performance Level

Adults enrolled in local adult basic education programs at six sites in Louisiana were used to compare the credibility of Adult Performance Level (APL) competency-based instructional programs (experimental group) with traditional adult education instructional activities (control group). Focus was on determining the correlation between grade level achievement and APL objectives, impact on the retention of adult students, and the strengths and weaknesses of the APL instructional program. The California Achievement Test (CAT) and the APL survey were administered to both the experimental and control groups as pre- and post-tests. The experimental group related lessons to competencies necessary for adult living while the control group participated in a traditional adult education program. Only those students who had pre- and post-test scores were used in the final analysis. Thus, the sample consisted of 136 students (34 in the control group and 102 in the experimental group). The findings were as follows: the change in pre- and post-test scores was greatest for the experimental group; average test scores increased in both groups; the dropout rate for the control group was greater than that of the experimental group; and students, teachers, and supervisors reported an overall favorable attitude toward APL material. (Summaries of student, teacher, and supervisor evaluations are appended.) (EM)

(642)

ED 154 135

Whitson, Karin Stork

A Comparison of the Adult Performance Levels of Women Offenders in the Texas Department of Corrections and Free-World Women in Texas.

Pub Date Apr 78

Note—34p.; Paper presented at the Annual Adult Education Research Conference ; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Adults, Age Differences, *Basic Skills, Daily Living Skills, Demography, Disadvantaged Groups, Educational Needs, Educational Research, Females, *Performance, Performance Factors, *Prisoners, Racial Differences, *Test Bias, Test Interpretation, *Test Results

Identifiers—*Adult Performance Level, Texas

The functional competencies of 151 women offenders incarcerated in Texas were assessed and then compared to the functional competencies of 868 free-world women in Texas surveyed during the Adult Performance Level (APL) Project. The findings support the following conclusions: (1) women in the free-world are more functionally competent than women offenders, (2) the needs of women offenders in the area of functional competency appear to far surpass those of free-world non-offender women, (3) whites are generally more functionally competent when tested on the performance of tasks which reflect cultural values similar to those held in the United States today, (4) there is a possibility of ethnic bias in the APL survey instrument, (5) there is a positive relationship between APL scores and educational level, (6) there is a possibility of an educational bias in the survey instrument, (7) there is no relationship between age and APL scores, (8) there is no relationship between APL scores and vocational education background, and (9) there is no relationship between criminal history and adult functional competency. (EM)

(643)

ED 154 137

Bunch, Michael B.

Making Decisions about Adult Learners Based on Performances on Functional Competency Measures.

Pub Date 6 Apr 78

Note—40p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adults, *Basic Skills, *Criterion Referenced Tests, *Cutting Scores, Measurement Techniques, Performance Criteria, Performance Tests, *Test Reliability, *Test Validity

Identifiers—Adult Performance Level

The validity and dependability of functional competency tests for adults are examined as they relate to the information needs of instructional decision makers. Test data from the Adult Performance Level (APL) Program (funded by the U.S. Office of Education at the University of Texas at Austin) is used to illustrate key points. In the discussion of validity, the importance of a test's demonstrated relevance to functional competency is discussed in terms of the definitions of the competency. Issues of content vs. criterion validity are examined particularly with reference to the APL study. Some of the problems inherent in setting and applying cutoffs (points on a scale of scores which define levels of competence) are then discussed, and the author reviews several procedures to aid in setting and adjusting cutoffs (those used by Nedelsky and by Emrick, and Bayesian techniques used by Northcutt). In the discussion of dependability (the degree to which scores are replicable) the author reviews briefly the work of Bob Brennan and Mike Kane (based on that of Cronbach and others) in the area of defining and assessing psychometric properties of criterion-referenced tests. In conclusion it is pointed out that the instructional decision maker may raise or lower a cutoff as information justifies such action but that there will be instances in which trade-offs between dependability and validity may become necessary. (JT)

(644)

ED 157 048

Burnks, Nancy

Word Recognition Strategies of Adult Beginning Readers.

Pub Date Mar 78

Note—21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (1st, Williamsburg, Virginia, March 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Adult Learning, *Adult Literacy, Adult Students, *Beginning Reading, Decoding (Reading), *Reading Research, Teaching Methods, *Word Recognition

Identifiers—*Reading Strategies

As a contribution to research on the reading behavior of adult beginning readers, two experiments were performed with adults reading on the first, second, and third grade levels. The experiments sought to determine whether the pattern of developing strategies in these adults differed from evolving patterns in children learning to read; differences would indicate recommended differences in teaching strategies for these two groups. The subjects, 30 adult basic education students from low socioeconomic backgrounds, read the Woodcock Reading Test word recognition list as well as a paragraph paralleling their achievement on that list, and were then asked to retell the story read. It was found that level one readers were highly conscious of words, level two readers made extensive use of syntax, and level three readers correctly stated but misapplied the rules for word recognition. In the second study the following three strategies for facilitating the integrated use of subskills in word recognition were compared: promoting the use of the students' own procedures, providing students with a set of procedures, and combining the two approaches. The third strategy was found to be the most effective. (DF)

(645)

ED 157 052

Mikulecky, Larry

Illiteracy and a Changing View of Reading Goals.

Pub Date May 78

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Literacy, *Functional Illiteracy, Illiterate Adults, Job Skills, *Needs Assessment, Reading Ability, Reading Difficulty, *Reading Habits, Reading Interests, Reading Skills

Identifiers—*Aliteracy

In addition to the familiar problem of functional illiteracy (the inability of adults to read at a basic level) another disturbing problem is becoming apparent--aliteracy. Increasing numbers of capable readers are choosing not to read. This problem is indicated by a 1969 survey that found that 58% of United States adults have never finished a book, and a 1973 study that indicated that only 26% of adults read magazines. Even in school and at work, very little reading is done. Minimum standards programs deal with symptoms but not with such causes as the ever-rising standard of literacy to be met by readers or the problem of poor parental modeling in reading in the home. A balanced program for the solution to aliteracy must include these three emphases: (1) functional literacy must be viewed as a changing level of ability relative to changing job expectations. (2) The ability to continue learning must be recognized as a basic skill in view of the high likelihood of job change and consequent retraining needs. (3) Since aliterate individuals are likely to fall short of the demands of continued learning and to be poor reading models to their children, schools must emphasize the development of positive reading habits and attitudes among future parents. (DF)

(646)

EJ 120 914

Multi-national Conference on Basic and Functional Education for Adults Draper, James, *Convergence*, v8 n2, pp9-11, 75

*Conference Reports, *Adult Basic Education, *International Programs, Methods, Program Descriptions, Participant Involvement, Case Studies

The conference report briefly discusses: methodology used to explore how educators can foster attitude and behavior change in under-educated people to facilitate national development; international programs; six areas of concern; and participants. The 14 case studies presented at the conference are summarized. (LH)

(647)

EJ 130 631

Cooperative Adult Education—The Future Is Now Granger, James C.; Moore, Allen B., *Training and Development Journal*, v30 n1, pp34-5, Jan 76

*Cooperative Education, *Adult Learning, *School Industry Relationship, *Educational Needs, *Research Projects, Educational Research, Resource Materials, [Center for Vocational Education (Ohio State)]

Procedures employed in and products resulting from an Office of Education-sponsored project to identify, study, and disseminate information about cooperative programs for adults with less than a high school education are reported. The availability of the products at the Center for Vocational Education, which conducted the study, is specified. (AG)

(648)

EJ 139 287

Toward an Assessable Definition of Literacy Hillerich, Robert L., *English Journal*, v65 n2, pp50-55, Feb 76

*Literacy, *Literacy Education, *Educational Objectives, *Evaluation Criteria, *Definitions, Adult Literacy, Language Instruction, Reading Skills, International Organizations, Reading Research

Literacy is that demonstrated competence in communication skills that enables an individual to function independently and successfully in his society. (JH)

(649)

EJ 150 976

Reflections on an Adult Literacy Pilot Project Nelson, Dominica L., *Literacy Discussion*, v7 n3, pp1-16, F 76

*Literacy Education, *Adult Literacy, *Illiterate Adults, Pilot Projects, Small Group Instruction, Needs Assessment, Educational Research, Educational Background, Family Background, Foreign Countries, [Australia]

Discusses a project in Melbourne, Australia developed to explore the nature of the problem of illiteracy amongst non-migrant adults who had passed through the school system, to discover what sort of people were illiterate and to what extent, and to examine the influence of home and educational background, and to assess the ability of sensitive and literate persons to communicate basic learning skills. (WL)

(650)

EJ 150 977

Incidence of Adult Illiteracy in Sydney Metropolitan Area Goyen, Judith D., *Literacy Discussion*, v7 n3, pp63-71, F 76

*Non English Speaking, *Adult Literacy, *Illiterate Adults, Educational Research, Foreign Countries, Native Speakers, Surveys, Urban Areas, [Australia, Australia (Sydney)]

A study to determine the incidence of functional illiteracy in English among adults in the metropolitan area of Sydney is reported, which showed the incidence of illiteracy among Australian/English born adults to be lower than previously reported while that among non-English born is very high. (WL)

(651)

EJ 150 978

Operation Literacy-A Programme of Research and Action for Adults in New South Wales Falkenmire, G. W., *Literacy Discussion*, v7 n3, pp33-61, F 76

*Adult Literacy, *Illiterate Adults, *Literacy Education, Research Projects, Student Recruitment, Needs Assessment, Teaching Skills, Questionnaires, Foreign Countries, Program Descriptions, [Australia]

More than 1,000 New South Wales adults are being helped to overcome illiteracy in a program aimed at teaching them reading and writing which was introduced into the Evening Colleges of the New South Wales Education Department in Mid-1972. (WL)

(652)

EJ 153 207

U.S. Literacy Statistics: How to Succeed with Hardly Trying Coles, Gerald S., *Literacy Work*, v5 n2, pp47-70, Sum 76

*Adult Literacy, *Literacy Education, *Adult Basic Education, *Statistical Analysis, Illiteracy, Adult Education, Educational Research, National Surveys, Research Needs, [United States]

Explores government adult basic education (ABE) statistics in one fundamental area, the present level of illiteracy in the United States, concentrating particularly on changes in illiteracy levels during the 1960's. (WL)

(653)
EJ 158 268
What APL Is--And Is Not James, Wayne B., *Adult Literacy and Basic Education*, v1 n1, pp13-20, Spr 77
*Adult Basic Education, *Performance Based Education, *Federal Programs, *Program Effectiveness, *Performance Criteria, Program Development, Program Evaluation, Student Evaluation, Academic Standards, [*Adult Performance Level], [APL]
Discusses successes and problems of the Adult Performance Level (APL) project funded by the U.S. Office of Education in 1971 to identify the skills necessary for an adult to function successfully in today's society. (TA)

(654)
EJ 165 443
The Adult Performance Level Program: A Serious and Deliberate Examination Griffith, William S.; Cervero, Ronald M., *Adult Education*, v27 n4, pp209-224, Sum 77
*Adult Basic Education, *Testing Programs, *Federal Programs, *Test Construction, *Test Validity, Program Evaluation, Performance Tests, Educational Objectives, [*Adult Performance Level], [APL, Office of Education, United States]
Examines the claims of the developers of the Adult Performance Level (APL) program to improve the teaching and testing of adults enrolled in federally supported adult basic education programs, identifies APL's theoretical problems, scrutinizes the technical aspects of its development, and evaluates the role of the U.S. Office of Education in these efforts. (Editor/TA)

(655)
EJ 165 473
Educator's Crock or Panacea: Implications of the Adult Performance Level Project Jordan, Gerald E., *Adult Literacy and Basic Education*, v1 n2, pp45-50, Sum 77
*Program Effectiveness, *Daily Living Skills, *Test Validity, *Performance Tests, Program Evaluation, Curriculum, Adult Basic Education, Adult Education, Elementary Secondary Education, [*Adult Performance Level Project, *Adult Performance Level], [APL]
Adult performance level (APL) methodology, results, and conclusions are summarized. Taking exception to functional literacy accounting for an individuals level of income, education, and job status, the author questions the utilitarian value of an APL curriculum. (Author)

(656)
EJ 177 081
Downtown Study Centre: An Open-Ended ABE Program in an Urban Shopping Mall Harrison, David, *Adult Training*, v2 n3, pp4-7, 76
*Adult Basic Education, *Adult Education Programs, *Educational Innovation, *Individualized Curriculum, *Open Education, Part Time Students, Adult Students, Educationally Disadvantaged, Program Evaluation, Literacy Education, [Canada]
Describes an adult basic education facility after one year of operation in an urban shopping mall in Nanaimo, British Columbia, Canada. The center is an informal open-ended classroom and advising center where part-time adult learners study an individualized curriculum. Summarizes the major findings of a program evaluation. (EM)

5235
ABE—Curriculum, Instructional Materials

(657)
ED 112 064
Cooper, Gloria S. And Others
Metric Education; A Position Paper for Vocational, Technical and Adult Education.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 75
Contract—OEC-0-74-9335
Note—51p.
Available from—Product Utilization, The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.00)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Basic Education, Adult Education, Bibliographic Citations, Curriculum Development, *Futures (of Society), *Metric System, Teaching Methods, *Technical Education, *Vocational Education
Part of an Office of Education three-year project on metric education, the position paper is intended to alert and prepare teachers, curriculum developers, and administrators in vocational, technical, and adult education to the change over to the metric system. The five chapters cover issues in metric education, what the metric system is all about, the impact metrication will have on vocational and technical education, the implications of metric instruction for adult basic education, and curriculum and instructional strategies. Each of the chapters is organized into four parts. The first part is a one-page overview which highlights the main points of the chapter. The second consists of some questions and answers which reflect the fears and concerns of teachers, administrators, and students. The third part contains in-depth coverage of the subject, and the fourth is a brief list of references for those who may wish to read further. (Author/EA)

(658)
ED 116 161
Stichi, Thomas G., Ed.
A Program of Army Functional Job Reading Training: Development, Implementation, and Delivery Systems. Final Report.
Human Resources Research Organization, Alexandria, Va.
Report No—HumRRO-FR-WD(CA)-75-7
Pub Date Jun 75
Note—182p.; Some pages may not reproduce due to small type
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors—Adult Basic Education, Functional Illiteracy, *Job Training, *Literacy, *Military Training, Performance Based Education, Program Development, Readability, *Reading Instruction, *Reading Programs, Reading Research, Reading Tests
Identifiers—*Army
This report describes the development of an experimental program of job reading training designed to provide a level of functional literacy appropriate to minimal job task reading requirements in six major career clusters. Program effectiveness for both general and job reading training is described in data based on the reading performance of some 3,000 adult students at six Army Training Centers at which the program was implemented. Reading Training performance was measured by both a standardized test of general reading comprehension and an experimental measure of the job reading task skills required to learn and to perform a job. This research also investigated the feasibility of three alternative systems for providing job reading training concurrently with other components of job training, rather than as preparatory training. Major findings indicate that: (1) a substantial portion of job trainees are deficient in job reading skills; (2) six weeks of focused job reading training improved job reading skills to the seventh grade reading level (a gain of two reading grade level years specific to job reading skills); and (3) programs of integrated job reading and job skills training are feasible. (Author/MKM)

(659)
ED 116 176
Shennum, William A. And Others
Uses of Time-Compressed Speech in a Reading Remediation Program: Some Exploratory Tests.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No—NPRDC-TR-76-13
Pub Date Sep 75
Note—27p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Adult Basic Education, *Listening, *Reading Comprehension, *Reading Improvement, *Reading Speed, *Remedial Reading, Speech Compression, Teaching Techniques
Using time-compressed speech methodology, a program was developed which attempted to improve the reading rate and comprehension of U.S. Navy personnel with low reading ability. Four groups of trainees were tested. One group read training text while simultaneously listening to a speeded auditory version of the same text. A second group listened to speeded text without concurrently reading the material. The third group simply read material silently, with no auditory input. The fourth group was a control group which took pretests and posttests only. All groups except the control group showed sizable but comparable increases in unaided reading rate and comprehension performance. Thus, it appeared that the salient aspects of all procedures provided trainees with specific learning goals and precise feedback on their progress, coupled with teacher encouragement to improve. (Author)

(660)
ED 117 501
AIM [Apperception Interception Method]: An Exemplary Program from International Experience. Final Report.
World Education, Inc., New York, N.Y.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
Pub Date 30 Dec 75
Grant—OEG-0-73-5210
Note—112p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Basic Education, *Demonstration Projects, Disadvantaged Groups, Discussion (Teaching Technique), Effective Teaching, Humanistic Education, *Instructional Materials, Learning Motivation, Material Development, *Models, Problem Solving, Relevance (Education), Self Concept, Skill Development, Teacher Developed Materials, *Teaching Methods, Teaching Models, Teaching Techniques, Visual Aids
Identifiers—AIM, *Apperception Interception Method
Having used the apperception-interception method (AIM) of adult basic education (ABE) successfully abroad, World Education, with Office of Education funding and working at several American sites, developed a model of innovative ABE methods and materials for the United States, based on addressing learners' motivational problems. By using provocative photographs, problems critical to learners are identified in interviews and subsequently reflected in short, idiomatic, open-ended discussion units used to organize or supplement curriculum; social interaction is crucial. Learners, motivated to solve critical problems, desire basic skills education. Skill development modules provide systematic assistance to teachers, focusing on specific skills and providing skills development outlines, learning activities, and sample applications to particular AIM problem-stories. From the model, ABE teachers can tailor-make culturally relevant and situation-specific materials and develop their effectiveness with disadvantaged, undereducated adults. Background information, the methods-and-materials model evolution, results (a complete list of 101 photo-discussion units, with synopses) and implications comprise the report; appendixes include skills modules and evaluation information. The model is being transferred to selected State ABE staff development projects; a teacher's manual and instructional materials will be published; and a foundation has funded two New York City AIM projects. (AJ)

(661)
ED 123 383
Rosenkranz, Catherine
The Use of Cloze Procedure in Adult Literacy Programs.
Note—7p.; Paper presented at the Adult Educa-

tion Research Conference (Toronto, Ontario, April, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Adult Reading Programs, *Close Procedure, *Feasibility Studies, Reading Ability, Reading Level, Reading Materials, Student Attitudes, Student Evaluation, *Teaching Methods, Testing

The study was designed to determine whether close procedure could be used in adult literacy programs for students reading at or above the fourth grade level by investigating the procedure's: acceptability for the students, utility in matching students to reading material, and substitutability for standardized tests. Eighty-five Rhode Island students, 35 in advanced Adult Basic Education (ABE) classes and 50 in high school equivalency classes, completed close passages taken from three sources. Deletions were at the 1:5 ratio. Data analysis was done on exact replacements. Cloze procedure was found acceptable as fewer than 25% of the students rated it uninteresting and only 7% of the 122 items were not attempted by at least 75% of the students. It appears to be useful in matching students to instructional materials as more advanced groups of students show higher mean scores than less advanced groups; and means scored on passages of similar difficulty levels were significantly correlated. The data proved insufficient to answer the question on substitutability for standardized tests. The paper develops some suggestions for practical applications of cloze procedure in adult literacy programs. A 12-item bibliography is included. (Author/MS)

(662)

ED 126 244
Berna, Joan Alkasab, Helen
Development of Teaching Aids for ABE/ESL Adult Education Programs. Final Report.
Elgin Community Coll., Ill.; Mundelein Coll., Chicago, Ill.; William Rainey Harper Coll., Palatine, Ill.
Pub Date 30 Jun 75
Note—24p.; For the Evaluation Report, see CE 007 196; The appendixes were deleted by the author
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Basic Education, *Curriculum Development, *English (Second Language), Instructional Materials, *Material Development, Reading Development, Visual Aids, Writing Skills

The purpose of Special Project E-109A, Development of Teaching Aids for Adult Basic Education/English (Second Language) (ABE/ESL) Adult Education Programs, was to develop skill packets consisting of visual materials, teacher manuals, and student work sheets for statewide use in ABE/ESL classes in Illinois. The project was conducted cooperatively with ABE/ESL administrators and teachers from Elgin District U-46, Elgin; William Rainey Harper Community College, Palatine; and Mundelein Consolidated High School #120, Mundelein. An initial questionnaire, constructed to determine the needs of teachers, indicated a need for complete and visual materials built on life situations. Five teaching packets were developed: Shopping, Jobs, Bank, Returning Merchandise, and Calling a Doctor and Going to the Doctor's Office. Each packet contains three basic sections: visuals, a teacher's manual, and student pages with reading/writing exercises. Some of the packets contain additional language drills, and two of the packets contain games. Initial evaluation indicated the packets to be practical and worthwhile. A total of 77 packets have been distributed. Additional field testing is recommended as well as further production of the packets by the Office of Education to gain full utilization of the funds spent in developing the materials. (EA)

(663)

ED 126 245
Bartley, Diana E.
Development of Teaching Aids for ABE/ESL Adult Education Programs. Evaluation.
Elgin Community Coll., Ill.; Mundelein Coll., Chicago, Ill.; William Rainey Harper Coll., Palatine, Ill.
Pub Date [75]
Note—12p.; For the Final Project Report, see CE 007 195
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Basic Education, *Curriculum Development, *English (Second Language), *Evaluation, Instructional Materials, Reading Development, Visual Aids, Writing Skills

An evaluation of Special Project E-109A, Development of Teaching Aids for Adult Basic Education/English (Second Language) Adult Education Programs, by the project consultant was based on five project visits and bi-weekly communication with the project specialist. Evaluation was directed to an analysis of the basic structure of the teaching packets (Shopping, Jobs, Bank, Returning Merchandise, and Calling a Doctor and Going to the Doctor's Office), the self-evaluation instrument for teachers, and the life situation orientation of the materials. Overall evaluation indicated that the project had been clearly planned and logically carried out; the packets were well organized linguistically and structurally, progressing from the simple to the most complex, and dealt directly with life-centered situations. Further continuation of the project and an opportunity for empirical assessment were recommended. (EA)

(664)

ED 129 628
Poulsen, Sten C.
The Study-Methods in Mathematics Project. I. Background, Assumptions and Perspectives. Report No. 18.
Danish Inst. for Educational Research, Copenhagen.
Pub Date 75
Note—36p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Basic Education, Adult Education, Individualized Instruction, Instruction, Learning, *Mathematics Education, *Program Descriptions, *Research Projects, *Study Skills
Identifiers—Denmark

This is the first of several reports on the "Study Methods in Mathematics Project;" the goal of the project is to describe and develop practical study methods which are especially suitable for adults' study of mathematics. In this report, the background of the project is discussed in terms of experience from research on the study habits of mathematics students, general studies in literature on mathematics education and study techniques, clarification of research methods toward process/product centered developmental research, and the author's own school and study experiences. In a second section, the choice of research subjects, the learning situation, and the project's organization are discussed. Finally, comments on teacher-directed learning in the schools and on self-directed and collective-directed learning situations are included. (DT)

(665)

ED 131 453
McGee, Leo, Comp. And Others
Selected Strategies for Teaching Adults.
Tennessee State Dept. of Education, Nashville.; Tennessee State Univ., Nashville.
Pub Date 77
Note—112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Education, *English (Second Language), Individualized Instruction, Metric System, Performance Based Education, *Reading Improvement, Study Skills, *Teaching Methods, Workshops

The five chapters in this document, contributed by consultants who served as teacher trainers at the July 1976 Adult Basic Education Institute at Tennessee State University, include articles, materials, opinions, and bibliographies. Topics are metrication in adult education instruction; teaching the Indo-Chinese refugee; preparing controlled conversations: a technique for use with students for whom English is a second language; the adult performance studies: background, national potential, Tennessee's involvement; workshop presentation; adults' need for study-skills instruction: suggested skills and materials; a group instructional inventory; ten steps for improving reading ability; and an individualized approach to curriculum development. Appendixes contain names of those involved with the institute and a copy of the workshop program. (JM)

(666)

ED 133 965
Mussal, Carolyn Emrick
The Role of Decoding Skills in Adult Functional Reading.
Pub Date Apr 77
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977); Some pages may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Basic Education, Adults, *Decoding (Reading), Failure Factors, *Functional Reading, Predictor Variables, *Reading Processes, *Reading Research, Reading Skills, Test Construction

In this study, a subset of the adult functional reading items from the National Reading Survey was administered to a group of approximately 80 adults, together with a set of materials designed to assess decoding skills. The purpose of the study was to determine whether or not the inability to answer the adult reading tasks correctly is attributable to inadequate decoding skills. As was expected, the data from this study clearly indicate that the ability to decode is a predictor of success on the Survey of Reading Material, a sample of the adult functional reading tasks. All of the decoding measures were significantly correlated with the Survey of Reading Material at the .01 level. (Author)

(667)

ED 151 764
Taschow, Horst G.
The Saskatchewan Reading Experiment in Adult Basic Education.
Pub Date Oct 77
Note—17p.; Paper presented at the Annual International Reading Association Transmountain Regional Conference (3rd, Vancouver, British Columbia, Canada, October 20-22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, *Adult Reading Programs, *Listening Skills, *Program Evaluation, Reading Comprehension, Reading Improvement, Reading Material Selection, *Reading Research, *Reading Skills, Silent Reading, *Spelling, Vocabulary

"The Reading Project" in adult basic education (ABE), designed by the Province of Saskatchewan, consists of 14 sections containing 512 exercises in listening, reading, and spelling skills. This study compares the effectiveness of the project with conventional teaching of reading in ABE classes. A total of 257 adults participated in the experimental, control, or unmatched groups. A standardized pretest revealed no significant initial differences in the reading performance of the participants. At the conclusion of the eight month period, the two matched groups repeated the standardized test and, in addition, were tested on ten informal silent readings of various controlled lengths, contents, and reading difficulties. Analyses of the formal and informal tests show significant gains in vocabulary, comprehension, and total reading for students who participated in the project. The study offers 14 recommendations for developing a realistic and effective reading program for adults. (MAI)

(668)

ED 155 596
Newman, Anabel P. Parer, Michael S.
Literacy Instructor Training (LIT-TV). Final Report.
Indiana Univ., Bloomington. Inst. for Child Study.
Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis.
Pub Date Jan 78
Note—286p.; Not available in hard copy due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Basic Education, Adult Education Programs, Adult Literacy, *Instructional Improvement, Instructional Materials, Learning Disabilities, *Literacy Education, Program Evaluation, *Teacher Education, *Television

The ABE/LD-TV (Or LIT-TV) program consists of three color television films and a handbook; its need was shown by an assessment of adult basic education (ABE) programs throughout Indiana which revealed that the majority of adult education workers had unclear and conflicting ideas about learning disabilities in

adults. Throughout the development and production stages of the materials there was constant and intensive formative evaluation, including expert appraisal before shooting, storyboarding of films at various stages of development, expert reappraisal of refined materials, and a field evaluation of both completed storyboards and the total prototype instructional materials. The materials were evaluated for visual attractiveness, freshness and originality of approach, appeal to adults, and the degree to which they assumed a high level of motivation among the audience. In the dissemination phase of the project, LIT-TV workshops were conducted with literacy volunteers, ABE educators, and librarians from around the state, and the materials were made available to local workshops statewide. Evaluation results indicate that responses to this program from participants has been favorable. (Appendixes constitute more than half of the document and include materials related to program background, target populations, needs analysis, design, development and production, information dissemination, and evaluation.) (DF)

(669)

ED 155 605

Hutchison, Laveria

The Relationship Between Expressed Interests and Reading Achievements in Functionally Illiterate Adults.

Pub Date 77

Note—10p.; Study prepared at University of Houston

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Reading Programs, *Functional Illiteracy, Illiterate Adults, *Individualized Reading, *Reading Improvement, *Reading Instruction, Reading Interests, *Reading Research, Reading Skills, *Student Motivation

In order to determine whether lessons addressed to the expressed personal interest of functionally illiterate adult students would improve their reading skills, 40 such students attending an urban adult education center were divided into two reading classes. All were tested on a silent reading subtest of the Adult Basic Learning Examination and all scored lower than 4.0 grade level. The experimental group of 20 adults was given interest-oriented instructional material, and class time included instruction geared to helping each person develop the skills needed to master her or his specific lesson. The control group received traditional instruction. At the end of the fifteen-week period, another subtest of the Adult Basic Learning Examination was administered to both groups. A comparison of pretest and posttest scores indicated that students who used interest-oriented materials recalled information and interpreted word meanings from context better than the students who used the traditional instructional materials. Thus, it may be concluded that there is a need for providing interest-oriented instructional materials to motivate functionally illiterate adults to react positively to instruction. (JF)

(670)

ED 155 608

Hutchison, Laveria F.

Preferred Interests as an Aid in Teaching Functionally Illiterate Adults to Read.

Pub Date [73]

Note—10p.; Study prepared at the University of Houston

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, Adult Reading Programs, Illiterate Adults, *Individualized Instruction, Individual Needs, Intermode Differences, *Personal Interests, *Reading Achievement, Reading Comprehension, Reading Instruction, *Reading Interests, *Reading Research, Reading Skills, Silent Reading, *Teacher Developed Materials

The effectiveness of "preferred interest" materials in adult reading classes was tested by comparing pretest and posttest scores for the silent reading subtest of the Standard Reading Inventory. The study collected data for 20 adults that received reading instruction by traditional teaching methods (large group arrangement and commercial texts/kits) and for 20 adults that received individualized instruction, during which the teacher developed materials and activities that matched the students' reading and learning preferences. (All subjects had been classified previously as reading below the fourth grade levels.) Pretest and posttest mean scores for silent reading comprehension indicate greater reading achievement for the preferred interest group. Analysis of variance between groups was significant at the .05 level, indicating that students using interest oriented materials recalled information and interpreted word meanings in context better than did students in the traditional instructional setting. (RL)

(671)

ED 155 618

Stichi, Thomas G.

Applications of the Audread Model to Reading Evaluation and Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—400-75-0049

Note—74p.; Paper presented at the Conference on Theory and Practice of Beginning Reading Instruction, University of Pittsburgh, Learning Research and Development Center, April 1976; For related documents, see CS 004 132, CS 004 135, CS 004 137-173, ED 125 315 and ED 145 399; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Basic Education, *Beginning Reading, Communication Skills, Conference Reports, Developmental Stages, *Language Development, Models, Primary Education, Reading Instruction, *Reading Processes, *Reading Research, *Reading Skills, Written Language

Identifiers—*Audread Model, *Oral Language

The primary thesis of the "audread" model of language development is that children in a literate society first learn to think, then they learn to communicate and receive thoughts through oral language, and then they learn to communicate through written language (graphic representations). Four projects based on concepts from the audread model are an experimental evaluation of the extent to which first grade students learn to read their own and their peers' spoken language, the development of an experimental test for measuring adults' auding/reading comprehension abilities (decoding skills), a program designed to improve the oracy skills of primary school children, and a job-related literacy training program for adults. Analysis of these projects shows how the audread model affects them first by suggesting relationships among skills to be explored, and then by constraining the decisions related to content, sequence, and modality in evaluation and instruction. (A transcript of the discussion following presentation of the paper is included.) (Author/RL)

(672)

ED 155 665

Dupuis, Mary M. And Others

The Content Area Reading Project: An Inservice Education Program for Junior High School Teachers and Teachers of Adults. Final Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Bureau No—09-6905

Pub Date Sep 77

Note—166p.; For related documents, see CS004184-187

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Basic Education, Class Organization, *Content Reading, *Demonstration Projects, *Diagnostic Teaching, Evaluation Methods, *Inservice Teacher Education, Junior High Schools, Language Styles, Program Development, Program Evaluation, Reading Diagnosis, *Reading Instruction, Reading Material Selection, Reading Skills, Student Motivation, *Teaching Models

The Content Area Reading Project was designed to provide teachers in junior high schools and adult basic education classes with inservice workshops and on-site consultant assistance in content area reading methods. Chapter one of this report discusses the need for such a project and outlines the procedures used in developing it. In chapter two, the inservice training model used and evaluated in the project is presented. Chapter three outlines the step-by-step diagnostic teaching model by means of which project participants were taught the administration and uses of informal diagnostic procedures. Chapter four describes the seven content strands that made up the content component of the workshops: diagnosis, linguistic differences, motivation, organization for instruction, reading skills, selection of materials, and evaluation. Chapter five reports the results of the project in terms of changes in attitude and skills in experimental and comparison groups. Chapter six summarizes the project and presents conclusions and recommendations for future work with inservice content area reading programs. Numerous tables are included in the report. (GW)

(673)

ED 155 667

Dupuis, Mary M. And Others

The Content Area Reading Project: An Inservice Education Program for Junior High School Teachers and Teachers of Adults. Appendix B, Content Component Guidesheets. Final Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Bureau No—09-6905

Pub Date Sep 77

Note—245p.; For related documents, see CS 004 184-187; A number of pages may not reproduce well due to poor type

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Behavior Rating Scales, Black Dialects, Case Studies, Cloze Procedure, *Content Reading, Demonstration Projects, *Educational Resources, Grouping Procedures, Informal Reading Inventory, *Inservice Teacher Education, *Instructional Materials, Junior High Schools, Language Experience Approach, *Learning Activities, Map Skills, *Reading Instruction, Reading Skills, Social Studies Units, Units of Study, Vocabulary Skills

In this appendix to the Content Area Reading Project report, a large variety of materials is presented for use in the content component of the project. Among the materials are the following: a bibliography of professional materials on content reading; an annotated bibliography of junior high school materials for reading development in ten content areas; a list of materials useful in developing practical adult literacy in five areas; instructions for developing case studies; directions for administering group reading inventories; sample informal reading inventories; sample grouping plans; study guides for helping teachers learn about black language and about language and culture; examples of enabling and inhibiting teacher statements; a self directed behavior rating scale; suggestions for using the language experience approach with older students; a sample social studies unit about Mexico, with detailed lists of objectives and sample activities; instructions for constructing an individualized learning activity package; materials for teaching reference skills, map skills, and reading skills; sample cloze tests; and vocabulary guidesheets and exercises. (GW)

(674)

ED 155 668

Dupuis, Mary M. And Others

The Content Area Reading Project: An Inservice Education Program for Junior High School Teachers and Teachers of Adults. Appendix C, Model Teaching Materials. Final Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Bureau No—09-6905

Pub Date Sep 77

Note—313p.; For related documents, see CS 004 184-187

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Adult Basic Education, Autoinstructional Aids, Centers of Interest, Cloze Procedure, *Content Reading, *Diagnostic Tests, English (Second Language), *Grouping Procedures, Home Economics, Informal Reading Inventory, Junior High Schools, *Learning Activities, Poetry, Reading Comprehension, Reading Instruction, *Reading Skills, Social Studies, Study Skills, *Teacher Developed Materials, Units of Study, Vocabulary Skills

Materials developed by teacher participants in the Content Area Reading Project are presented in this appendix to the Project report. The first section provides group informal reading inventories developed for use in adult education, teaching English as a second language, and nine content areas; it then presents cloze tests developed for use in eight different content areas. The second section includes various plans for grouping students according to informal reading inventory scores, cloze scores, and criteria other than reading. Section three includes a variety of reading skills exercises, grouped into three categories: those designed to develop vocabulary, comprehension, and study skills. The following sections present a home economics unit on portable electric appliances, individualized learning activities packages developed to teach about ancient Egypt and to help students learn about good grooming, and activities for a learning center in which students read and learn about poetry. The concluding section provides guidelines given to teachers to aid them in developing each of the types of materials featured. (GW)

(675)
ED 155 719
Hutchison, Laveria F.
Reducing Illiteracy by Adding Interest to Adult Basic Education.
Pub Date [77]
Note—12p.; Study prepared at the University of Houston
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Basic Education, Adult Reading Programs, *Attendance Patterns, *Illiteracy, Illiterate Adults, *Individualized Instruction, Individual Needs, Intermode Differences, *Motivation, *Personal Interests, *Reading Instruction, Reading Research, Teacher Developed Materials
Statistics show that illiteracy in the United States is still a problem, particularly for adults over forty-five years of age. To test the effects of preferred-interest lessons on attendance in an adult reading program, a group of 20 adults received reading instruction by traditional teaching methods (large group arrangement and commercial texts/kits) while another group of 20 adults received individualized instruction, during which the teacher developed materials and activities that matched the individual students' reading and learning preferences. The attendance patterns for the 15-week instructional period show that the adults in the "preferred interests" group attended classes with significantly greater regularity. The study concludes that the increased use of personalized instruction in adult education will lead to a reduction of illiteracy as a nationwide problem in the United States. (RL)

(676)
EJ 161 478
Dick and Jane Grow Up: Ideology in Adult Basic Education Readers Coles, Gerald S., *Urban Education*, v12 n1, pp37-54, Apr 77
*Adult Basic Education, *Textbook Content, *Content Analysis, *Reading Materials, *Bias, Textbook Research, Racial Discrimination, Sex Discrimination, Social Discrimination
Analyzes the five most widely used sets of adult basic education materials. An inquiry into socioeconomic class focuses on four ideological concepts: the "harmony of interests," "blaming the victim," "individualims," and "the happy consciousness" of society as a rational provider of people with satisfying lives. (Author/JM)

(677)
EJ 165 470
ABE Students Want Math Skills for Handling $: A User Needs Assessment Survey of Adult Basic Education Students Pickens, Leslie, *Adult Literacy and Basic Education*, v1 n2, pp21-27, Sum 77
*Money Management, *Adult Basic Education, *Skill Development, *Consumer Education, Material Development, Educational Research, Needs Assessment, Program Descriptions, Educational Needs, Surveys, [Adult Performance Level, APL, Adult Consumer Education Project]
How to use math in handling money is the most important life-coping skill/competency adult basic education students in Oregon, Idaho, Washington, and Alaska want and need, according to a survey conducted by the Adult Consumer Education Project, part of the Adult Education Program at the Northwest Regional Educational Laboratory. (SH)

5240
ABE—Teachers, Administrators, Training

(678)
ED 110 615
Zinn, Lorraine M.
Adult Basic Education Teacher Competency Inventory—Idaho.
Idaho State Dept. of Education, Boise.; Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 75
Grant—OEG-73-5213
Note—96p.; For related documents, see ED 105 109 (Iowa), ED 105 110 (Puerto Rico), and CE 004 116 (Virgin Islands); For a discussion of the Inventory, see ED 099 469
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—*Adult Basic Education, Adult Education, *Adult Educators, Knowledge Level, *Performance Criteria, *Surveys, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Teacher Response, *Teaching Skills
Identifiers—Adult Basic Education Teacher Competency Inventory, Idaho
The report is based on a survey of the Adult Basic Education (ABE) teachers in Idaho. A total of 72 usable returns were received, representing a 70 percent response rate. Demographic data for the Idaho respondents and their ranking of the competencies both in terms of their perception of their own competencies and in terms of their opinions as to competencies needed by ABE teachers are presented and discussed. Responses from the survey are discussed in terms of a profile of Idaho ABE teachers and their training priorities and degree of competency. Recommendations are made in four general categories: preservice training and teacher preparation, inservice training, teacher certification in ABE, and ongoing and periodic assessment of training needs. The revised Adult Basic Education Teacher Competency Inventory and a table showing a comparison of mean scores on terms in the ABE learner category are appended. (BP)

(679)
ED 112 106
Mocker, Donald W. *Zinn, Lorraine M.*
Adult Basic Education Teacher Certification Study.
Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
Spons Agency—Colorado State Dept. of Education, Denver. Div. of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date Aug 75
Grant—OEG-73-5213
Note—72p.; For the ABE Teacher Competency Inventory, see CE 003 610; For reports from other States, see CE 003 368 (Puerto Rico), CE 003 367 (Iowa), CE 004 116 (Virgin Islands), and CE 004 387 (Idaho)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Adult Basic Education, Adult Education, *Adult Educators, Knowledge Level, *Performance Criteria, *Surveys, Teacher Attitudes, Teacher Behavior, Teacher Certification, Teacher Evaluation, Teacher Response, *Teaching Skills
Identifiers—Adult Basic Education Teacher Competency Inventory, *Colorado
A competency inventory was used to determine those Adult Basic Education (ABE) teacher competencies which should be used as a basis for determining ABE Teacher Certification Standards for the State of Colorado. The survey instrument consisted of 170 previously established and validated statements of teacher competency. A sample of 36 ABE teachers (primarily female, ages 25-65) with three or more years of ABE teaching experience and recent ABE training were asked to indicate, on a scale of zero to seven, the degree to which a teacher should be able to perform each competency. The results, presented in tabular form, show the mean scores used to rank the competencies and the following categories into which they were classified to provide another format for viewing the data: scope and goal of adult education, curriculum instructional process, and ABE learner. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. A method for clustering competencies was suggested for use in developing courses for certification. Appended are a copy of the inventory and a 14-page computer printout of raw data from the survey. (MS)

(680)
ED 113 529
Peebles, James D.
Adult Basic Education and Adult High School Teacher Competency Inventory: Utah Study.
Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.
Pub Date Sep 75
Grant—OEG-73-5213
Note—56p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Educators, Educational Needs, Questionnaires, Rating Scales, *Secondary Education, State Surveys, *Surveys, *Teaching Skills
Identifiers—Adult Basic Education Competency Inventory, *Adult Secondary Education, Utah
The survey, conducted to determine patterns of instructional needs as perceived by adult basic education (ABE) and adult high school (AHS) teachers, attempts to answer three questions: from a broad array of possible instructional competencies, which competencies do teachers (1) perceive as being of the highest priority? (2) feel they have the greatest ability to perform? (3) rate highest in priority and lowest in their ability to perform? The population surveyed consisted of 69 ABE teachers and 186 AHS teachers employed in Utah. A majority of the teachers did not respond; respondents were the more experienced teachers. The survey instrument, the Adult Basic Education Teacher Competency Inventory (revised October 1974), consisting of 170 statements of teacher competency previously established and validated, is appended. Teachers were asked to indicate the degree to which a teacher should be able to perform, and the degree to which they can perform, each competency. These are among the findings: ABE teachers felt most competent in those areas which they gave highest priority; the area of highest need was mathematics instruction. AHS teachers agreed widely on their abilities and on most-valued competencies; math and reading competencies showed great differences between "should" and "able to" statements. (Author/AJ)

(681)
ED 114 639
Boger, David L.
Adult Basic Education Teacher Training in Measurement/Diagnosis of Learning and Teaching Reading and Math. Final Report.
Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
Pub Date 25 Jul 75
Note—41p.; Report of a workshop (Columbus, Ohio, July 14-25, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Adult Basic Education, *Adult Educators, Educational Objectives, *Program Descriptions, *Teacher Education, *Teacher Workshops
The report describes a workshop for adult basic education teachers in Ohio which utilized the teacher training television series, "Basic Education: Teaching the Adult." Responses from teachers identified the two clusters of content presented: (1) measurement/diagnosis of student

learning and individualized instruction, and (2) teaching reading and math and selection and use of materials. A structure for individualizing the experience for participants is described. Resource persons developed the following procedures for the workshop: viewing and discussion of a few relevant television lessons (selected for each cluster), formulation of individual written learning objectives by participants, discussion of the objectives with a resource person, and use of the objectives in planning special sessions. A summary of the television lessons used in each cluster and lists of some of the learning objectives formulated by participants are included in the report. An outline of the special session topics and learning experiences for each cluster is provided. A summary of the participant evaluation of the workshop concludes the report. Appended material (14 pages) includes: a roster of participants, instructions, staff, schedule, the Albany learning lab training package, a discussion guide for film: "The Sound of My Own Name," and the evaluation questionnaire. (LH)

(682)

ED 117 365

Adult Basic Education in Nebraska: Administrator Comparison Study.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.

Pub Date 1 Oct 75

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—*Administrative Personnel, Administrative Problems, Administrator Background, *Administrator Characteristics, Administrator Education, Administrator Evaluation, *Adult Basic Education, Adult Education Programs, Adult Educators, *Comparative Analysis, Educational Needs, Program Administration, Questionnaires, *State Surveys, Tables (Data)

Identifiers—*Nebraska, Part Time Administrators

Nebraska Adult Basic Education (ABE) program administrators have been studied in terms of their general characteristics and part-or full-time positions in an attempt to gather data to assist in future program development, administrator recruitment, and administrator training programs. A questionnaire was sent to all known administrators in the State, with a 93.44% return. Four major sections sought information regarding: (1) demographic/biographic data; (2) the nature of each respondent's program, including problem evaluation; (3) administrator task analysis; and (4) perceptions of competencies and need for additional education. Data analysis is presented in 19 tables and major findings are enumerated. Most administrators were found to be male, part-time, between 30 and 50 years old, having some graduate training, and no specific training for adult education work. A variety of competency training and educational needs were uncovered, with part-time people indicating more need in this area. Results are stated in a variety of formats, and recommendations include that the State Department should continue to seek additional funding for hiring full-time administrators. The questionnaire, location of courses and programs, high school equivalency diploma statistics, and 1970 Census information regarding Nebraska's educationally disadvantaged adults are appended. (LH)

(683)

ED 117 408

A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare Region 5. Final Project Report. 1972-1975.

School Management Inst., Inc., Westerville, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-72-1438

Note—157p.; Appended tables may not reproduce well due to small broken type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage

Descriptors—*Adult Basic Education, Educational Objectives, *Educational Programs, Program Administration, Program Content, *Regional Planning, Regional Programs, Reports, *Staff Improvement, Staff Utilization, State Departments of Education, *State Programs, Statewide Planning

Identifiers—*DHEW Region V

The document presents a report of the approach, activities, and achievements of the Adult Basic Education Staff Development Project undertaken by Health, Education, and Welfare Region 5. The region is composed of six States: Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. The purpose of the joint venture is to strengthen and develop the individual State's capabilities for continuous staff development. This permanent delivery system would encompass the State department of education, institutions of higher learning, and local education agencies. The States will develop long-range goals which would involve research, dissemination of resources and assistance, and practical applications and innovations. The administrative structure of the project staff is discussed. The implementation of project objectives was achieved in three phases. Final reports for each participating State, making up the body of the report (78 pages), are presented and contain information on State activities and planning in the staff development project. Appended are: a third party year end evaluation report of Phase 3, names of staff development committee, guidelines for a coordinated reporting system, letter of agreement, Phase 3 activity checklist, a brief vitae form, and a needs assessment instrument. (Author/EC)

(684)

ED 118 806

Bosco, J. A.

An Evaluation of Regionalization in Staff Development in Adult Basic Education.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Grant—OEG-73-5213(Spear)

Note—53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors—*Adult Basic Education, *Program Evaluation, Program Planning, Questionnaires, *Regional Planning, *Regional Programs, Role Perception, Staff Improvement, *Staff Utilization

An instrument for future planning and policy formation for adult basic education (ABE) staff development at national/regional levels, the assessment determined which current objectives, processes, and products proved most effective and offered the greatest potential. The basic evaluation design was established by the Center for Resource Development in Adult Education; assessment was conducted by a third party evaluator. Using a basic Discrepancy Evaluation Model, the study examined the success of regionalization as it is tied directly to organization fidelity, sensitivity, and role fulfillment. Each of the 10 regional projects submitted copies of proposals and evaluation reports and engaged in field visitation interviews. Questionnaire data are presented, and a copy of the interview is included in the appendixes. It was concluded that regionalization is a viable concept for problem solving, but the arbitrary use of the 10 Federal regions is not the most efficient way to create the number of regions. Generally, there was a basic uncomfortableness and degrees of dissatisfaction with regionalization. Moreover, there was a basic lack of understanding of the concept of regionalization. Positive conflict was not perceived and rationally approached, as the basic approach was to minimize conflict rather than to incorporate it into regional planning. (EA)

(685)

ED 118 821

Divita, Charles, Jr.

Summative Evaluation of United States Office of Education, Region III, Staff Development Project in Adult Education. Final Report.

Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Dec 75

Grant—OEG-0-72-1440

Note—251p.; The evaluation instrument, included as Appendix A, will not reproduce well due to small, broken type

EDRS Price MF-$0.83 HC-$14.05 Plus Postage

Descriptors—*Adult Education, Adult Educators, *Evaluation Criteria, Evaluation Methods, *Program Evaluation, Regional Programs, *Staff Improvement, State Programs, *Summative Evaluation

Identifiers—Adult Education Staff Development Project, OE Region 3

A description and analysis of the outcomes of a three year project designed to create a long-term education staff development system throughout Region 3 is presented in the evaluation report. Region-wide evaluation, indicating considerable progress resulting from the project, was based on 63 criteria developed by project participants. State by State case studies tabulate, report, and analyze data derived from external and self-evaluative activities and from on-site visitations conducted by peers from neighboring States in the light of eight regional project objectives for each State. The objectives were to: (1) establish at least one adult education staff development program in an institution of higher learning; (2) increase the number, scope, and quality of training resources; (3) develop a commitment to and methodology for maintenance of a regional staff development program; (4) develop adult education programs, agencies, and organizations and implement staff development coordination regionally and Statewide; (5) develop local educational opportunities; (6) relate to the total adult education community; (7) enhance adult education status within State governments; (8) develop an adult education training model. The evaluation instrument and highlights of the data analysis are appended. (LH)

(686)

ED 118 867

Final Teacher Training (Staff Development) Project Report for Volunteer Adult Basic Reading Tutorial Program. May 1, 1974-July 30, 1975.

Literacy Volunteers, Inc., Syracuse, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date 30 Jul 75

Grant—OEG-0-74-1803

Note—34p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Adult Basic Education, Adult Literacy, *Adult Reading Programs, Information Dissemination, Leadership Training, Participant Satisfaction, Program Descriptions, Program Effectiveness, *Program Evaluation, Regional Programs, Staff Improvement, *Teacher Workshops, Training Objectives, *Tutorial Programs, *Volunteer Training

Identifiers—Literacy Volunteers of America, LVA

The project was assigned with the purpose of providing adult basic education directors in Regions 1, 2, 5 and 10 of the U.S. Office of Education with the technical capability of using staff and volunteers to organize and manage the training of volunteers to tutor adults in basic reading and writing. Two training workshops were conducted in each region for basic reading tutor training, workshop leaders training, and organizational management training. Descriptions of the workshops held in each region cover the following topics: (1) initial planning and orientation session, (2) initial workshop, (3) second workshop, (4) inservice training/consultancy visit, and (5) technical assistance. Information dissemination activities are reported and data collection methods discussed. A favorable evaluation of the program's effectiveness in achieving its objectives was based on the results gathered from formative, summative, and informal data acquired from participants and questionnaires given to the regional project directors. Data on workshops conducted by participants and the questionnaire are presented. Objectives for workshop training, workshop leaders training, and volunteer management training are appended. (Author/EC)

(687)

ED 122 111

Mocker, Donald W. *Spear, George E.*

A Study to Determine Competencies Needed by ABE/APL Teachers.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Pub Date Feb 76

Note—49p.; For the ABE Teacher Competency Inventory, see ED 105 289; For the report of

the development of the inventory, see ED 099 469

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Basic Education, Evaluation Criteria, National Norms, *Performance Based Education, *Performance Based Teacher Education, *Performance Criteria, *Questionnaires, Skill Analysis, Teacher Behavior, Teacher Evaluation, Teacher Qualifications, Teacher Response, *Teaching Skills

Identifiers—*Adult Performance Level, APL

The research was conducted to identify competencies appropriate for adult basic education (ABE) teachers who use the adult performance level (APL) approach, and to determine which are critical for ABE/APL teachers. A jury of APL authorities was impaneled to: (1) validate that all ABE competencies established by Mocker in 1974 were appropriate for APL teachers, and (2) identify APL competencies omitted from the ABE list. Their revised list of competencies was submitted as an inventory to selected, experienced APL educators for ranking on a 0-7 point scale, in order to determine a mean score for each competency, to serve as a basis for the rank order. Competencies in the top quartile were considered critical and are reported in the study as those basic to APL teaching. Competencies were also sorted into four categories: scope and goals of adult education, curriculum, instructional planning, and the learner. Results of the study are presented in tables showing the rank order of competencies in the top quartile and the ranked competencies by categories. Five pages are devoted to a discussion of the results, which are not considered absolute criteria. Appended are a list of jury members, the inventory, and the total list (186) of ranked competencies. (AJ)

(688)

ED 128 579

An Evaluation of the Instructional Television Program Basic Education: Teaching the Adult.

Curriculum & Evaluation Consultants, Merchantville, N.J.; Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Grant—V-0023VK

Note—88p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, Educational Research, *Educational Television, *Instructor Centered Television, *Program Evaluation, *Teacher Education

Identifiers—Maryland

A series of 30 telelessons and an accompanying manual designed to train teachers of adult basic education was developed by the Maryland State Department of Education and then utilized and evaluated in 25 colleges and universities throughout the United States. The purpose of the evaluation was to describe the types of courses, students, faculty, and instructional procedures involved, determine the effectiveness of the program, and survey the reactions of faculty, students and state-level personnel to the program. Questionnaire survey forms were used to gather information about the nature of the courses, students and instructors. Evaluation reports were used to gather information from students and faculty about their reactions to each lesson. A criterion referenced test was administered prior to, and at the completion of instruction. Of the 430 students in the 25 schools, 356 completed both pre and post tests. State reports were received from 36 persons. Conclusions demonstrated the value of the program and the feasibility to implement it in a variety of ways and settings. Complete findings, recommendations, and evaluation instruments are included. (WL)

(689)

ED 132 257

Even, Mary Jane

Adult Basic Education Teacher Survey, 1975.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.

Pub Date 75

Note—254p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Adult Basic Education, Educational Experience, Educational Needs, Educational Research, Occupational Surveys, Public School Teachers, State Surveys, *Teacher Attitudes, *Teacher Characteristics, *Teacher Morale, Teachers, Teaching Skills, *Work Attitudes

Identifiers—Nebraska

The objective of the second part of a larger research study (which was designed to study and assess the adult basic education (ABE) program in Nebraska at the local level from January 1, 1971 to December 31, 1974 and to assess the local community awareness of the ABE program) was to survey the present adult basic education teacher occupational attitudes, characteristics, and training experiences. Teachers of ABE were queried as to their (1) attitudes toward their jobs, (2) feelings about ABE teaching as a career, (3) perceived training needs, and (4) current teaching competencies. Data was gathered through a mailed survey in May of 1975. One hundred fifty-one teachers in local ABE programs responded to the survey representing 80% of the total population. A pilot test using the assessment instrument was made and a test-retest measure demonstrated 99.8 reliability. Personal observations and interviews as well as content analysis by experts were used to rate the validity of the instrument. The report contains six chapters: (1) an introduction; (2) an examination of the literature related to employee attitudes and job satisfaction; (3) a description of the design of the study, methodology, the pilot study, and procedures; (4) a report of the data and analysis of the data; (5) interpretation of the results of the data, with a summary of the results; and (6) a discussion of the implications and recommendations of the study. (WL)

(690)

ED 132 258

Kozoll, Charles E.

The Nature of Higher Education's Response to ABE Staff Development in the Southeast, 1969-1974: An Examination of Off-Campus Course Activity.

Pub Date [75]

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Basic Education, College Faculty, *Extension Education, *Graduate Study, Higher Education, Instructional Staff, Professional Continuing Education, Program Development, Program Evaluation, *Staff Improvement, Student Enrollment, Surveys, *Teacher Education, Teacher Education Curriculum

In an effort to maintain the quality of adult basic education (ABE) instructional personnel, prevent a reduction of emphasis by higher education on responding primarily to ABE interest and needs, and determine directions of the off-campus programs, a questionnaire was sent to 45 higher education institutions in the Southeast which provided graduate level courses for ABE personnel during the 1969-74 period. From the 33 who responded, findings indicated that (1) the majority of the institutions were distinctly oriented toward the master's degree level, (2) the majority of faculty members were located in distinct adult education departments, (3) the majority reported two or less full-time adult education faculty members, and (4) there were five courses that were relatively standard off-campus offerings in the region--introduction to adult education, curriculum development, administration, adult learning and psychology, and methods and materials. The report includes detailed descriptions of study results along with a discussion of efforts which would aid ABE program development and student enrollment. (WL)

(691)

ED 133 522

Boggs, David L.

A Study of Teacher Aides in Ohio Adult Basic Education Programs.

Ohio State Dept. of Education, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Education Programs, Demography, Educational Needs, Instructional Staff, *Job Analysis, Occupational Information, Occupational Surveys, *Staff Role, Staff Utilization, State Programs, State Surveys, *Teacher Aides, Teacher Characteristics, Teacher Role

Identifiers—*Ohio

A study was conducted to determine the real and potential contributions of teacher-aides to Ohio adult basic education (ABE) programs. The literature concerned with aides in ABE, consisting primarily of reports of inservice workshops, has focused on their functions and training needs. This study had four major purposes: (1) To provide demographic data on aides' education, ethnic background, experience, sex, age, and work setting, (2) to determine the nature and extent of specific instructional, clerical, and community relations activities performed by aides, (3) to determine how well aides were prepared to perform the functions important to their work, and by inference, their training needs, and (4) to examine the nature and quality of the working relationships between teachers and aides. A questionnaire based on the review of literature was field tested with 12 aides, revised, and mailed to 253 aides. Responses were received from 208 aides (82%). Personal interviews were conducted with 35 (16%) aides randomly selected from the respondents, with some adjustments made to insure geographical distribution. Findings are presented in five sections: Modalities of Partnership between Teachers and Aides, Demographic Data, Duties of Aides, Learning Needs of Aides, and Relationship with Teacher. Implications for both administrators and teachers are discussed. Appendixes include the questionnaire and interview guide. (WL)

(692)

ED 141 521

Smith, Douglas H.

The Determination of Necessary Competencies of Adult Education Administrators and ABE Instructors.

Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date [76]

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Role, Adult Basic Education, *Adult Education, Adult Educators, Beginning Teachers, Educational Research, *Job Analysis, *Job Skills, Performance Based Education, Performance Based Teacher Education, *Teacher Role, *Teaching Skills

Research identified necessary competencies of adult education administrators and adult basic education (ABE) instructors, utilizing a modification of the Delphi technique. An extensive list of competencies was developed from a variety of sources and grouped under six major areas for adult education administrators and four major areas for ABE instructors. From the extensive list, a group of 16 adult education administrators from throughout the State of Iowa participated in three rounds to select, by consensus, a final list of 167 administrative competencies. Concurrently, a group of 23 administrators and ABE instructors participated in three rounds to select 136 ABE instructional competencies. The resulting competencies were (1) divided within each area by knowledge competencies and skill competencies and by desired time of achieving each competency--either at the beginning of one's career in adult education or later in one's career, and (2) ranked within each area in order of its importance to one's performance as administrator or instructor, the ranking being determined by the persons participating in the Delphi study. This paper describes and analyzes the process of selecting the administrative and instructional competencies and presents and discusses the results, implications, and recommendations of both lists. The two documents resulting from the study are appended and are titled "Necessary Competencies for Adult Education Administrators" and "Necessary Competencies for Adult Basic Education Teachers." (Author/WL)

(693)

EJ 173 048

Women in Adult Basic Education Park, Rosemarie J., *Lifelong Learning: The Adult Years*, v1 n4, pp12-3,21, Dec 77

*Adult Basic Education, *Sex Discrimination, *Women Teachers, *Teacher Promotion, *Administrator Selection, State Surveys, Teacher

Employment, Part Time Teachers, Females, Employment Level

A survey of adult basic education (ABE) program directors in five states revealed that most ABE teachers are women and work part-time without benefits while most ABE administrators are men who are employed full-time. Concludes that women employed in ABE are victims of discrimination. (EM)

(694)

EJ 138 981

Some of the Characteristics of a "Teacher" as Liked By Illiterate Adult Males Mathur, Anil Kumar, *Indian Journal of Adult Education*, v36 n10, pp14-5, Oct 75

*Surveys, *Illiteracy, *Teacher Characteristics, *Student Opinion, Foreign Countries, Males, Adult Educators, [*India]

Results of a survey of 60 male illiterates regarding characteristics they looked for in a teacher indicate that a teacher should be: of the same age or older, male, married and practicing religion, from a high socio-economic strata, an unknown outsider, and "teacherly" in appearance. (LH)

(695)

EJ 138 273

Supervision Practices and Employee Relations in Adult Basic Education Even, Mary Jane, *Adult Literacy and Basic Education*, v1 n1, pp45-68, Spr 77

*Supervisory Activities, *Administrative Personnel, *Job Satisfaction, *Work Attitudes, *Teacher Attitudes, *Teacher Administrator Relationship, Adult Basic Education, Adult Education Programs, State Surveys, [Nebraska]

Results of a study of supervisory practices among administrators of adult basic education (ABE) programs in Nebraska are reported. Highly significant associations were found between supervisory practices and employee attitudes toward their work, longevity, interest in promotion, productivity, and salary, among others. (TA)

5245
ABE—Participant Characteristics

(696)

ED 117 367

Manzo, Anthony V. And Others

Personality Characteristics and Learning Style Preferences of Adult Basic Education Students. Research Monograph.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-73-5213

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Adult Basic Education, Adult Learning, *Adult Students, Individual Characteristics, *Learning Characteristics, Learning Processes, Participant Characteristics, Personality Assessment, Personality Studies, *Personality Tests, *Student Characteristics, Test Results

Identifiers—Learning Preference Inventory, Luscher Color Test, Manzo Bestiary Inventory

The study described in the report identifies personality characteristics and learning styles of adult basic education (ABE) students on the basis of three instruments: the Luscher Color Test, the Manzo Bestiary Inventory, and the Learning Preference Inventory. The volunteer sample consisted of 83 ABE students. Subsample comparison groups consisted of sixth graders, stock brokers, and GED students. Data on the total of 158 subjects were analyzed by computer to display individual and group profiles. Results of the Luscher Color Test indicated a sense of fragileness, a slight degree of social-emotional dependency, and a need for healthy release from tensions on the part of the ABE students. The Manzo Bestiary inventory findings corresponded to the Luscher findings but also indicated a need for ABE students to appear highly aggressive and cautious about intimacy with others. The Learning Preference Inventory indicated their preference to learn by direct teaching approaches such as lecture, tutoring, and group interaction rather than by less direct approaches. The study concluded that ABE students are like other segments of society, especially those with newly heightened aspirations. Unlike other undereducated adults not enrolled in ABE classes, however, ABE students are probably more aggressive, intense, and conflict-prone. (Author/JR)

(697)

ED 118 906

A 309 b Adult Education Special Project. Final Report, FY 1974-75.

Niagara Falls Board of Education, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0093-VA

Pub Date 22 Dec 75

Grant—OEG-0-74-1763

Note—235p.; The map in Appendix 8, and the newspaper clippings in Appendix 10 will not reproduce in microfiche due to broken type. For related documents, see CE 006 467-468 Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Reading Programs, *Cognitive Measurement, Cognitive Processes, Diagnostic Teaching, Educational Diagnosis, Educational Testing, Individual Characteristics, Individual Differences, Individualized Instruction, *Individualized Programs, Individualized Reading, Individual Needs, *Measurement Instruments, Program Descriptions, Program Development, Reading Materials, Resource Guides, Test Construction

Identifiers—*Cognitive Style Mapping, New York (Niagara Falls)

The HEW 309(b) Special Project carried out by the Niagara Falls Adult Basic Education program, "The Identification of Preferred Cognitive Styles and Matching Adult Reading Program Alternatives for the 0-4 Grade Levels," involved research, training in cognitive style mapping, and development of a survey and process to assess the adult student's preferred cognitive style, to assist the staff in prescribing individualized instruction. Development of a taxonomy of alternative reading programs, methods, and materials presently available at the Niagara Falls adult education center provided the staff with a resource file of materials, both hardware and software, for use in prescribing educational materials for individual students. The report comprises one-fifth (46 pages) of the document and includes: project description, personnel information, an account of project methods, and results and recommendations. Appended materials, the bulk of the document, include: directions for administering and tallying the cognitive style survey instrument, directions for plotting and using cognitive style maps, student record forms, sample survey items, collective maps, and measures of central tendencies. Materials related to workshops in cognitive style mapping and sample pages from the taxonomy of materials form two major appendixes. Correspondence and dissemination information are also among the appendixes. (AJ)

(698)

ED 118 907

Skeen, Elois M.

Niagara Falls HEW 309 Project 1974-1975: Evaluation Report.

Niagara Falls Board of Education, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0093-VA

Pub Date 19 Dec 75

Grant—OEG-0-74-1763

Note—67p.; Not available in hard copy, due to marginal reproducibility; For related documents, see CE 006 466 and CE 006 468

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Reading Programs, *Cognitive Measurement, Cognitive Processes, Diagnostic Teaching, Educational Testing, Individual Characteristics, Individual Differences, Individualized Instruction, *Individualized Programs, Individualized Reading, Individual Needs, *Measurement Instruments, *Program Evaluation, Reading Materials, Resource Guides, Test Construction

Identifiers—*Cognitive Style Mapping, New York (Niagara Falls), Provus Discrepancy Model

The document reports an outside evaluation of a Niagara Falls Adult Basic Education Program special project entitled "Identification of Preferred Cognitive Styles and Matching Adult Reading Program Alternatives for the 0-4 Grade Levels." It was concerned with (1) research, training in cognitive style mapping, and development of a survey and process which would assess the adult student's preferred cognitive style, for prescribing individualized instruction; and (2) development of a taxonomy of alternative reading programs, methods, and materials presently available at the Niagara Falls center, as a resource file for matching materials with individual students' developmental levels and cognitive styles. The report's five sections are: (1) a description of the evaluation procedure, the Provus Discrepancy Model (2) a list of 11 project objectives and accomplishments; (3) breakdowns by race, sex, and educational level of students, in the areas of symbolic orientation, cultural determinants, and modes of inference; (4) an evaluation of the cognitive style-mapping instrument; and (5) an evaluation of the total project, including recommendations. The staff accomplished most of their objectives, became skilled in the theory and application of cognitive style mapping, trained other personnel, and developed an effective instrument for assessing learning style preferences. A map-analysis form is appended. (Author/AJ)

(699)

ED 119 178

Rodwick, John Grady, Michael J.

The Second Chance.

El Paso Community Coll., Colorado Springs, Colo.

Pub Date 1 Feb 76

Note—146p.; Not available in hard copy due to marginal legibility of original document; See related document CS 002 494

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, *Basic Skills, *Compensatory Education, *English Programs, Expenditure Per Student, Junior Colleges, Mathematics, Program Evaluation, *Reading Instruction, *Reading Programs, Reading Research, Remedial Reading

Identifiers—Colorado (Colorado Springs), *El Paso Community College (Colorado)

This research report presents the findings of an evaluation of the compensatory education program at El Paso Community College, Colorado Springs, Colorado, which has been in existence for six years. The results of scores made on admission tests were used to determine whether entering students were functioning at the college level. Students with low scores were placed in appropriate remedial-compensatory or skills courses in reading, English, or mathematics. Independent researchers concluded that the placement instruments for mathematics, English, and reading (SRA Diagnostic Reading Test) have high reliability and moderate validity. Other conclusions were that a significant proportion of entering students do have functioning levels which warrant the existence of the remedial-compensatory courses; that students who take one or more skills courses are competitive with students whose placement scores allow them to take college level courses immediately; that success in academic courses is not dependent upon age, ethnic background, major, student type, employment, financial status, or residency, although women students were found to be higher achievers; and that the cost of educating a basic skills student is

62.5% of the college level student instructional cost. (MKM)

(700)

ED 134 242
Becker, William J. And Others
Adult Basic Education Follow-up Study, 1973-75. Final Report.
Gateway Technical Inst., Kenosha, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Bureau No—06-150-146-136
Pub Date 30 Aug 76
Note—201p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Adult Basic Education, Adult Students, Affective Behavior, Community Colleges, Field Interviews, *Followup Studies, *Junior Colleges, Models, Program Effectiveness, *Program Evaluation, Research Methodology, *Research Problems, Student Attitudes, Student Behavior

A follow-up study of students who had been enrolled in the adult basic education (ABE) program sponsored by Gateway Technical Institute during 1973, 1974, and 1975 was conducted in order to ascertain the program's effectiveness in both the cognitive and affective areas of the students' lives. Data were collected from a random sample of former students by means of personal interviews, with 270 usable responses obtained. Results of the study indicated: (1) reading and math were areas in which ABE was able to help students achieve their goals; (2) ABE experiences helped students to speak English better, to write, read, and use mathematics better, and in some cases, helped students obtain the GED or to continue their education; (3) most respondents experienced no change in employment status from time of ABE entry to time of follow-up; (4) some respondents felt that the ABE program had improved their relationships with their children and families; (5) a majority did not feel ABE helped improve their management of money; and (6) more than 20% reported increased self-confidence and communication ability. Because of the difficulty experienced in gathering data for this study (resistance to interviews, lack of current addresses), a model for ABE follow-up studies is described in detail. Study-related materials are appended. (JDS)

(701)

ED 141 519
Glass, J. Conrad, Jr. Hoffman, Lee McGraw
The ABE Learner: Health, Learning Ability, Language and Communication.
North Carolina State Dept. of Community Colleges, Raleigh. Div. of Adult Services.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
Spons Agency—Southern Regional Education Board, Atlanta, Ga.
Pub Date May 74
Note—60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Learning, Adult Students, Classroom Communication, *Communication Skills, Educationally Disadvantaged, Educational Research, Human Development, *Language Styles, *Learning Characteristics, Physical Characteristics, Student Characteristics, *Student Teacher Relationship, Teaching Guides

Intended to provide the teacher of adult basic education (ABE) with information about ABE learners, this handbook gives a picture of the more important characteristics which may influence the learning style and ability of ABE students. Practical suggestions are offered as to how the teacher may account for these characteristics in the teaching-learning situation. Discussion also covers physical characteristics as health, childhood development, and the effects of aging. (Material on children is intended to provide a developmental picture of the ABE learner.) Performance on standardized tests and other measures of learning ability are also considered, as are language and communication style. The sections dealing with learner characteristics are prefaced by a brief overview of poverty and adult educational disadvantagement in North Carolina. The author notes that while the information in the overview deals mainly with one State, the findings are typical of many others. An eight-page bibliography is appended. (WL)

(702)

ED 145 101
Bosco, Joseph A. And Others
Cognitive Levels in Adult Basic Education Students. Final Evaluation Report.
State Univ. of New York, Albany.
Spons Agency—New York State Education Dept., Albany. Bureau of Special Continuing Education.
Bureau No—C106136
Pub Date Jul 76
Note—60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Students, *Cognitive Ability, Cognitive Measurement, *Cognitive Tests, Decision Making, Educational Research, Individual Differences, Language Skills, *Logical Thinking, Problem Solving, *Reading Comprehension, Reading Level, Reading Tests, Statistical Analysis, Test Interpretation, Test Results
Identifiers—California Achievement Test

A study was conducted to examine cognitive levels in adults (using Peel's tasks of logical judgment) and to assess their relationship to reading comprehension and various demographic variables. Subsequent to testing their reading comprehension with the California Achievement Test (CAT), forty-one adult education students ranging in age from sixteen to sixty-two were asked to read seven passages adapted from Peel's logical judgment tests and, after each reading, to make a judgment and explain the reasoning. The subjects' responses were rated on each of two dimensions: coordination of information and the data source used. The major findings were (1) concepts of language structure vary in adults, (2) the degree of success on the language concepts measure covaries with reading level for adults in a reading skill development program, (3) good interrater reliability was attained, (4) logical judgment was not related to achievement, (5) results were similar across sex and ethnic groups, (6) differences by age were a peculiarity of the sample, and (7) the factors observed included one which described interrelationships of sex, age, and ethnic status and one each for achievement, language concepts, and local judgments. Given the limitations of the study, adults' performance on the Peel tasks was unrelated to performance on the CAT. (The logical judgment tasks and scoring guidelines are appended.) (EM)

(703)

EJ 158 267
Basic Education Through Head Start Programs
Wilson, LaVisa Cam, *Adult Literacy and Basic Education*, v1 n1, pp6-12, Spr 77
*Adult Education Programs, *Adult Basic Education, *High School Equivalency Programs, Class Attendance, Cocurricular Activities, Program Evaluation, State Programs, State Surveys, Participation, Educational Opportunities, [*Alabama, *Head Start], [General Educational Development, GED]
Reports results of a study which surveyed adult education opportunities presently being provided or facilitated by Head Start programs in Alabama and examined the types of adult education programs, patterns of participation in adult basic education General Educational Development (ABE/GED) programs, and the effect of class location on GED completion. (TA)

(704)

EJ 130 882
Levels of Abstraction and the Adult Reader
Bosco, Joseph A., *Adult Literacy and Basic Education*, v1 n3, pp54-66, F 77
*Reading Comprehension, *Abstraction Levels, *Learning Difficulties, *Test Results, *Educational Diagnosis, Educational Research, Adult Students, Adult Basic Education, Cognitive Measurement, Diagnostic Tests, [Hutson (B), Peel (E A), California Achievement Test, CAT]
Utilizing Peel's and Hutson's instrumentations, the levels of abstraction of forty-one adult basic education students were assessed and then related to reading comprehension. The seven major findings indicated that there is a relationship between level of abstraction and reading comprehension. (EM)

5280
Literacy Training—Foreign

(705)

ED 111 952
MOBRAL—The Brazilian Adult Literacy Experiment. Educational Studies and Documents No. 15.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 75
Note—73p.
Available from—UNESCO Publications Center, P.O. Box 433, New York, New York 10016 ($2.65)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Basic Education, Adult Education Programs, *Adult Literacy, *Developing Nations, Educational Needs, Foreign Countries, Functional Illiteracy, *National Programs, *Program Descriptions
Identifiers—*Brazil

The Brazilian Literacy Movement (MOBRAL-El Movimento Brasileno de Alfabetizacion de Adultos) is discussed in terms of its legal and conceptual bases, organization, participants, technical aspects, and effectiveness. Established by law December 15, 1967 to lower the illiteracy rate in Brazil by improving educational opportunities for the population, it has established four main programs: (1) functional literacy teaching, providing six months of primary education; (2) integrated education, a year-long supplement to primary education; (3) community development, two months of community oriented education; (4) cultural MOBRAL, reaching Brazilians through mobile libraries, radio, correspondence courses, and cultural posts. Background is given on the educational and economic problems of Brazil and their interrelationship. Literacy teachers, by the end of 1972, had involved one out of every six Brazilians aged 15 or over in MOBRAL activities. Initial success has been attributed to: government interest on the local, State, and national level; technical and financial independence; and the availability of educational materials and teachers. Tables give illiteracy rates in terms of region, age group, and sex. Five appendixes provide texts of the law establishing MOBRAL, regional and municipal agreements, a list of teaching materials used, and a bibliography. (LH)

(706)

ED 128 773
Literacy in Development: The Second Step. Final Report of Second Experts Meeting on the Production of Training Materials in the Field of Functional Literacy, Dizine, Iran, 24-29 May, 1976.
German Foundation for International Development, Bonn (West Germany).; International Inst. for Adult Literacy Methods, Teherun (Iran).
Pub Date Sep 76
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Adult Reading Programs, Conference Reports, *Literacy, Literacy Education, *Nonformal Education, Training

This report contains two main sections and three appendixes (reports of the working groups and summaries of workshop reports in Zaire and in Sierra Leone). Section one reviews the ra-

tionale, design, and intended use of the training monograph series, "Literacy in Development," which focuses on the needs of the middle-level literacy workers and treats both basic literacy operations and nonformal education programs. This section also summarizes the recommendations of the first panel of experts, which convened in West Berlin in 1975. Section two of the report summarizes the recommendations of the second panel of experts, which met in Dizine, Iran, in May 1976. The purposes of that meeting were to examine the role of training in the promotion of nonformal education and to discuss additional manuscripts in the training monograph series. (JM)

(707)

ED 128 828

Malmquist, Eve Grundin, Hans

Reading, Writing and Other Communication Skills among Adults.

National Swedish Board of Education, Stockholm.

Pub Date Sep 76

Note—17p.; School Research Newsletter, 1976:9

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adults, *Basic Skills, *Educational Needs, Educational Research, *Functional Illiteracy, Post Secondary Education, *Reading Skills, *Writing Skills

Identifiers—Sweden

This study investigated various reading and writing abilities among 25- and 35-year-old residents of Linkoping, Sweden, and assessed the extent to which these individuals' abilities could be regarded as satisfactory for their needs. In all, 377 subjects were tested on the following skills: alphabet recognition, copying ability, reading rate, reading comprehension, "practical" reading ability, essay writing, and spelling. A questionnaire gathered information concerning subjects' general and vocational educations and present occupations, parents' educations and occupations, average amount of reading and writing per day, self-evaluation of reading and writing ability in relation to perceived needs, and a subjective judgment of the importance of such abilities as measured by the different tests. Data revealed that, although many adults' skill levels improved between the age at which they left school and the age of 35, prolonged schooling during adolescence led to even greater abilities. A substantial minority of adults did not reach the level of ability considered necessary for functional literacy, and more than 30% of all subjects found their abilities insufficient in some manner. (KS)

(708)

ED 134 963

Grundin, Hans U.

The Development of Reading and Writing Abilities in Adults.

Pub Date 76

Note—11p.; Paper presented at the Annual Study Conference of the United Kingdom Reading Association (13th, Durham, England, July 26-30, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Literacy, Adults, Composition Skills (Literary), *Functional Illiteracy, Functional Reading, *Reading Ability, *Reading Research, *Writing Skills

Identifiers—*Sweden

In order to assess various reading and writing abilities of adults, for comparison with corresponding abilities of pupils in grades 7 through 12, and to investigate the extent to which adults' reading and writing abilities can be regarded as satisfactory, answers to a series of tests and questionnaire data were obtained from random samples of Swedish-speaking adults born in 1940 or 1950, from Linkoping, Sweden. The tests covered the alphabet, spelling, copying of prose material, reading rate, reading comprehension, practical reading ability, and essay or free writing. Data and test results show that basic reading and writing skills of many adults can be expected to improve--largely as a result of informal education--after they leave school, that prolonged schooling during adolescence leads to even greater improvement in reading and writing ability, that a substantial minority of adults do not reach the minimum level of reading and writing ability necessary for functional literacy, and that more than 30% of the adults found their reading and writing abilities insufficient for at least some of the tasks they undertake or would like to undertake. (JM)

(709)

ED 141 774

Publishers of Easy-to-Read Materials: A Survey.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 77

Note—144p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Literacy, *Directories, Foreign Countries, *High Interest Low Vocabulary Books, *Publishing Industry, *Reading Materials, *Surveys

Identifiers—*International Surveys

This report presents information gained through an international survey of organizations that produce and distribute easy-to-read materials designed for persons with low-level literacy skills. Questionnaires were sent to approximately 500 publishers, printers, and organizers of literacy programs throughout the world; of these, 95 questionnaires, returned by publishers in more than 40 countries, contained enough information to be included in the report. Results of the survey are summarized according to five categories of information: the types of organizations that prepare or publish easy-to-read materials; the types of materials prepared; the background and training of writers of the materials; the ways in which materials are distributed; and publishers' comments about their materials. The report includes a copy of the questionnaire used and provides a directory of the 95 responding publishers, with information on each publisher's type of organization, objectives, languages of publication, readership, authors, distribution mechanisms, other activities, and types of publications. (GW)

(710)

ED 156 899

Literacy in Asia: A Continuing Challenge. Report of a Regional Experts Meeting, Bangkok, 22-28 November 1977.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 78

Note—213p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Regional Office for Education in Asia and Oceania, 920 Sukhumvit Road, Bangkok, Thailand ($12.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Adult Basic Education, Continuous Learning, Coordination, Curriculum Development, Educational Legislation, Educational Planning, Educational Policy, Educational Strategies, Evaluation Needs, *Illiteracy, Instructional Materials, International Programs, *Literacy, *Literacy Education, *National Programs, Regional Planning, Research Needs, Statistical Analysis, Statistical Data, Teacher Education

Identifiers—Afghanistan, *Asia, Bangladesh, Burma, India, Indonesia, Iran, Laos, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

In its summary of the literacy situation in thirteen Asian countries, this report analyzes the problems created by illiteracy and makes recommendations to aid in its eradication. Recognizing that illiteracy prevents people from participating in or contributing to their nation's development, part 1 in its general report develops a model national plan for literacy action. The major components of this plan are as follow: (1) government programs and national policies need to focus on the illiteracy problem; (2) all levels of governmental and community efforts need to be coordinated for maximum effectiveness; (3) staff for literacy programs need to be specially trained; (4) instructional materials and curriculum should be competency-based and suited to the characteristics and environment of the learner; (5) literacy action should be viewed as part of an educational continuum; and (6) research and evaluation in adult literacy should be undertaken. Areas for international cooperation are also identified. Part 2 includes reports from each of the thirteen countries on its present literacy status, problems, programs, and proposed solutions. The statistical analysis in part 3 is divided into two sections: one gives illiteracy data from twenty Asian countries, and the other shows the educational attainment level of eighteen Asian countries, focusing on the population with less than a secondary education. Comparisons are drawn between countries, sexes, urban and rural dwellers, rates of illiteracy education over time, and age. (DEG)

(711)

EJ 165 439

Adult Literacy in the United Kingdom: The Research Dimension Jones, H. A., *Convergence An International Journal of Adult Education*, v10 n1, pp29-36, 77

*Adult Literacy, *Literacy Education, *National Programs, *Adult Basic Education, Educational Research, Reading Research, Research Projects, Research Design, Research Problems, Foreign Countries, [United Kingdom]

A 3-year research project (1974-77) in connection with the national campaign against adult illiteracy involves assessing the role of broadcasting in motivating adults to ask for help, investigating appropriate instructional media, and correlating the various learning situations and the subsequent social benefits. Some problems of research design are discussed. (MF)

(712)

EJ 173 093

The Voices of New Literates from Tanzania Kassam, Yusuf O., *Convergence: An International Journal of Adult Education*, v10 n3, pp10-3, 77

*Adult Literacy, *Literacy Education, *Participant Satisfaction, *Adult Basic Education, Foreign Countries, Human Dignity, Quality of Life, Program Evaluation, Interviews, [*Tanzania]

The author, an adult educator, evaluates the Tanzanian literacy campaign in terms of the personal and qualitative effects of literacy on eight representative new literates through the participants' own perceptions, using the anthropocentric approach based on the dialog method. (MF)

(713)

EJ 175 480

Appraisal of Adult Literacy Programs in Ethiopia Wagaw, Teshome G., *Journal of Reading*, v21 n6, pp504-8, Mar 78

*Literacy, *Adult Literacy, *Literacy Education, *Functional Illiteracy, Foreign Countries, Second Language Learning, Student Attitudes, Program Evaluation, [*Ethiopia]

Over twenty years of attempts to provide instruction in adult literacy skills have accomplished very little in the country of Ethiopia. (MKM)

5290
English 2nd Language

(714)

ED 118 865

Tuck, Betty H.

Improving State Administered Adult Education Services in the Trust Territory of the Pacific Islands. Final Report, Fiscal Year 1975.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-3222

Note—76p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—*Adult Basic Education, *Curriculum Development, *English (Second Language), Foreign Countries, *Governmental Structure, Government Role, Languages, *Material Development, Teacher Workshops

Identifiers—Micronesia, *Pacific Trust Territory

The project was an effort to investigate local leadership structures and issues related to government, and to develop out of this a curriculum for teaching English to Micronesian adults. The

process involved (1) gathering data (recorded adult perceptions of government functioning) by a writer traveling throughout all of the local districts and (2) workshops for Adult Basic Education (ABE) teacher training specialists to further develop and translate the materials. Throughout the process, materials were continually exchanged with the local districts for review. An attempt was made to develop simple materials in the beginning to motivate learners to complete the second section of the course, Government Structure. Stories in the student reader are printed in nine languages. The staff felt that they successfully put together relevant teaching materials (14 publications or filmstrips including reference and Federal program lists). The bulk of the document consists of excerpts from the developed teacher's guide and student reader, illustrating the contents and the manner in which the materials could be used. Appended are workshop agendas, a map of the Trust Territory, a list of cooperating agencies, names and addresses of ABE specialists, and the participant characteristics form for adult education teacher training projects. (Author/MS)

(715)

ED 121 111

Olsen, Judy Winn-Bell Olsen, Roger K. W.-B.

Adapting the Ilyin Oral Interview to a Mass Listening Test.

Pub Date Mar 76

Note—13p.; Paper presented at the convention of the Teachers of English to Speakers of Other Languages (New York, New York, March 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Achievement Tests, Adult Education, *English (Second Language), Language Instruction, Language Proficiency, *Language Tests, *Listening Comprehension, Listening Skills, *Listening Tests, Question Answer Interviews, Questionnaires, Scoring, Secondary Education, Second Language Learning, Student Placement, *Testing

Identifiers—*Ilyin Oral Interview

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972,76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. Although the aural test format is soon to be published, it is possible for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test. (Author)

(716)

ED 123 902

Anthropology and Language Science in Educational Development Newsletter, No. 2/3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures and Content of Life-Long Education.

Pub Date Nov 75

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, Anthropology, *Applied Linguistics, Bilingualism, Computational Linguistics, Educational Research, *Language Instruction, Language Research, Language Teachers, Linguistic Theory, *Modern Languages, *Second Language Learning, Second Languages, *Teaching Methods

Identifiers—*UNESCO

This issue of the ALSED newsletter contains: (1) a description of the Anthropology and Language Science in Educational Development (ALSED) program; (2) information on the meeting of experts on diversification of methods and techniques for teaching a second language or foreign languages (Paris, Unesco, 15-20 September, 1975), which discussed such problems as: (a) assessment of the language teaching situation, (b) contribution of research and linguistic theories to the study of foreign languages, (c) renewal of methodology and media, (d) the teaching of languages to adults, (e) foreign-language teaching and learning today (1975), and (f) strategies to be adopted and future research trends and priorities; and (3) reports from the Fourth International Congress of Applied Linguistics (Stuttgart), the Twelfth International Congress of the World Federation of Foreign Language Teachers' Associations (Washington), the First Bulgarian Conference on the Application of Mathematical Models and Computers to Linguistics (Varna), and the Second Seminar on Bilingualism and Education (Palma de Majorca). This issue of the semi-annual publication also includes descriptions of institutions and associations participating in the ALSED Program and reports from India, Peru, Togo, and Zambia, as well as bibliographical notes. (DB)

(717)

ED 125 254

Hamayan, Else And Others

Elicited Imitation in Second Language Learners. Working Papers on Bilingualism, No. 6.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 75

Note—25p.; For related documents, see FL 007 480-484

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adults, Children, *English (Second Language), *Imitation, Language Ability, *Language Development, Language Instruction, Language Learning Levels, *Language Research, *Language Skills, Learning Characteristics, Linguistic Difficulty (Inherent), *Second Language Learning, Second Languages

Three groups of subjects were tested in an elicited imitation study. These were 8-year-old, 11-year-old and adult native speakers of Arabic who were learning English as a second language. The subjects were asked to repeat sentences of seven different grammatical structure types. Previous research with 4-year-old native speakers of English (Smith, 1973) has found that three of the structures were easy to repeat (Type A structures) while four were difficult to repeat (Type B structures). In the present study, a similar difference in the repeatability of A and B structures was found for the youngest subjects, but there was no such difference for the adults and only a moderate difference for the intermediate group. The pattern of results suggested that this was not a function of differences in the subjects' English-language backgrounds, but represents a developmental difference in the ability of second-language learners to repeat certain grammatical structures. The theoretical reasons for the variability in repetition difficulty for the different structure types were considered. (Author)

(718)

ED 125 267

Krashen, Stephen D. Pon, Pauline

An Error Analysis of an Advanced Learner of ESL: The Importance of the Monitor. Working Papers on Bilingualism, No. 7.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Sep 75

Note—6p.; For related documents, see FL 007 646-650

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, *Cognitive Processes, *English (Second Language), *Error Patterns, Interference (Language Learning), Language Fluency, Language Instruction, *Language Proficiency, *Learning Processes, Oral Communication, *Second Language Learning, Written Language

Identifiers—*Error Analysis

This study focuses on a native speaker of Chinese, in her 40's, who began to learn English in her late 20's when she emigrated to the United States. It was discovered that the subject was able to self-correct nearly every error she made in casual speech when the errors were pointed out to her after their commission. Furthermore, in nearly every case she was able to describe the grammatical principle involved. It is speculated that if second language users are able to apply such conscious rules when sufficient processing time is available, perhaps conscious knowledge is applied only when sufficient processing time is available. There is at least suggestive evidence that subconscious "acquired" linguistic knowledge (that is, internalized before puberty) is involved in ordinary unmonitored speech, while consciously "learned" rules are available to the second-language speaker only as a monitor. (Author/DB)

(719)

ED 126 264

Supportive Services for ESL Adult Education Programs: Final Summative Report.

Bilingual Education Service Center, Arlington Heights, Ill.

Pub Date 75

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education Programs, *Ancillary Services, Bilingual Education, *English (Second Language), *Objectives, *Program Content, *Summative Evaluation, Supplementary Educational Centers

The document reports on the accomplishment of each of nine objectives designed to provide supportive services for ESL (English as a Second Language) adult education programs in Illinois. The objectives (met fully or partially with a 9 1/2 to 12 month period) involved: (1) expansion of the Bilingual Education Service Center's curriculum center to include ESL adult education materials, (2) dissemination of an annotated list of ESL screening and placement instruments to program directors, (3) development of "An Instructional Process Evaluation Kit," (4) development and dissemination of a brochure describing ESL services, (5) development of an ESL/ABE Administrator's Handbook, (6) preparation and dissemination of an annotated list of ESL materials for adult education programs, (7) provision of consultant and demonstration services to individual ESL adult education programs (a partial list of agencies and programs served is included), (8) establishment of regular communication and coordination meetings with representatives of the Adult and Continuing Education Section of the Illinois Office of Education (agencies and institutions worked with are listed), and (9) formulation of strategies for the development of inservice programs. A list of supportive services objectives for fiscal year 1976 concludes the report. (Author/MS)

(720)

ED 129 071

Paulston, Christina B.

Teaching English to Speakers of Other Languages in the United States, 1975: A Dipstick Paper. CAL-ERIC/CLL Series on Languages and Linguistics, No. 3.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—31p.

Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 ($1.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Applied Linguistics, Bilingual Education, *Educational Trends, *English (Second Language), *Language Instruction, Psycholinguistics, Second Language Learning, *State of the Art Reviews, Teacher Education, *Teaching Methods, Tesl

This report, prepared for the September 1975 UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language, examines major achievements and recent trends of second language teaching in the United States. English is learned as a second language for several purposes - as a cultural acquisition, for specific functional purposes, for interpersonal purposes, or in bilingual education. Teaching methods must consider the particular needs of the learner. The major recent developments in ESL have been in bilingual education. Research on ESL in adult education is increasing. Some major academic contributions to the teaching of Standard English as a Second Dialect to American Blacks are noted. Several trends are discussed: (1) Linguistics and language teaching: transformational generative grammar as an influence has been superseded by sociolinguistics. (2) Psychology and language teaching: the emphasis is on the reasons for learning and the meaningful use of language. (3) Language teaching pedagogy: cognitive code, with its emphasis on meaningful learning and careful analysis of linguistic structures, is recognized as the new trend. (4) Teacher training: certification in bilingual education/ESL is moving from linguistics departments to departments of education. (CHK)

(721)

ED 134 014

ESL Master Plan. San Francisco Community College District.

San Francisco Community Coll. District, Calif.

Pub Date 76

Note—223p.; For related document, see FL 008 328

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, Audiovisual Aids, Bibliographies, Culture, *Curriculum Design, Curriculum Development, *Curriculum Guides, Dictionaries, *English (Second Language), Instructional Aids, *Language Instruction, Language Laboratories, Language Proficiency, *Language Programs, Language Tests, Program Descriptions, Resource Materials, *Second Language Learning, Student Evaluation, Teaching Guides, Teaching Methods, Testing, Textbooks

Identifiers—California (San Francisco)

This plan describes the nature and the extent of the English as a second language (ESL) program in Adult Education in the San Francisco Community College District. The key portion of the Master Plan is the specific-levels component which divides the ESL program into eight distinct levels and gives the scope and limitations of each. At the end of each specific level description, and also in an appendix, books and materials appropriate for each level are listed. Approaches, methods and materials are suggested but are not meant to limit the teacher's creativity. A list of suggestions for student language proficiency evaluations is given, such as standardized tests, student self-diagnostic surveys, and criterion-referenced charts. The plan consists of the following chapters: (1) introduction; (2) multi-level ESL; (3) specific-level ESL; (4) ESL adult literacy; (5) course descriptions; (6) master textbook list; (7) dictionaries for students; (8) periodicals for students; (9) publishers; (10) language laboratories and software; (11) teacher's aids and audiovisual materials; (12) source books for teachers; (13) professional books for teachers; (14) books of cultural interest to teachers; and (15) ESL-related organizations and publications. (CFM)

(722)

ED 135 233

Neufeld, Gerald G.

Language Learning Ability in Adults: A Study on the Acquisition of Prosodic and Articulatory Features. Working Papers on Bilingualism, No. 12.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date Jan 77

Note—17p.; For related documents, see FL 008 391-396

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Acoustic Phonetics, *Adults, *Articulation (Speech), Child Language, Chinese, Distinctive Features, English, Eskimo Aleut Languages, Japanese, Language Proficiency, Language Research, Linguistic Theory, Native Speakers, Phonetics, *Phonology, *Psycholinguistics, *Second Language Learning, *Suprasegmentals

This paper reports on a study in which twenty young adults were tested for their ability to accurately reproduce the articulatory and prosodic features of three non-Indo-European languages in which they had received instruction. The first of two basic goals of this research was to test, at the purely phonetic level, the "critical period for language learning" hypothesis (Lenneberg, 1967). The second problem was to see if students could acquire the linguistic features associated with "language accent" with no reference to grammar or lexical meaning. Both questions are considered, with special attention to the concrete results of the study and to their implications. The final section of the paper includes a discussion of the acoustic image imprinting theory, which is the basis for the method used to teach phonetic material in this experiment. (Author)

(723)

ED 138 260

Hendrickson, James M.

Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment.

Pub Date 76

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, Communication Skills, *Communicative Competence (Languages), Composition Skills (Literary), *English (Second Language), *Error Analysis (Language), *Language Instruction, Language Proficiency, *Second Language Learning, Teaching Methods, Verbal Communication, Vocabulary, *Writing Skills

Identifiers—Error Correction

This study examined the most frequent communicative and linguistic errors made by 24 intermediate ESL students, and determined the effect of direct teacher correction upon these students' writing proficiency. Students were identified as having high or low communicative proficiency and were randomly assigned to one of two error correction treatments based on Burt and Kiparsky's global/local error distinction: correction of global errors only, or correction of global and local errors. Once a week for six consecutive weeks students wrote picture story descriptions in English and had their errors corrected according to assigned treatment. It was found that most communicative ("global") errors resulted from inadequate lexical knowledge, misuse of prepositions and pronouns, and seriously misspelled words. Most linguistic ("local") errors were caused by inappropriate lexical choice, misuse and omission of prepositions, misspelled words, lack of subject-verb agreement, and faulty word order. An analysis of variance revealed no significant differences in students' writing proficiency attributable to error correction treatment or to grouping according to communicative ability. (Author)

(724)

ED 136 593

Gallagher, W. K.

Facilitating the Immigrant's Learning a Second Language in the Classroom.

Pub Date [76]

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Adult Students, Classroom Communication, Communication Skills, Communicative Competence (Languages), Conversational Language Courses, *English (Second Language), Grammar, *Immigrants, Language Development, *Language Instruction, *Language Research, *Second Language Learning, *Teaching Methods, Verbal Communication

Identifiers—Immersion Programs

The paper discusses the major second language teaching methods used to date in contrast with the strategies and techniques all children so successfully employ in first language acquisition. Second language acquisition for adults is not identical to first language acquisition but research seems to support the theory that it is similar. Successful second language acquisition was found to take place when adult second language learners were immersed in a carefully planned yet informal English environment. In the classroom students should participate in activities which require language use following similar strategies and techniques young children appear to use, such as language games, dialogues, and skits. The course should therefore be planned situationally rather than grammatically. (Author/CFM)

(725)

ED 136 606

Long, Michael

Encouraging Language Acquisition by Adults in a Formal Instructional Setting. ELT Documents (76/3).

British Council, London (England). English-Teaching Information Centre.

Pub Date 76

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, Classroom Communication, *Communicative Competence (Languages), Educational Objectives, *English (Second Language), *English for Special Purposes, *Language Instruction, Language Usage, Learning Activities, *Second Language Learning, Teaching Methods, Verbal Communication

Communicative competence often remains the aim rather than the product of language instruction. One cause may be the fact that language learners tend to need "knowledge of second language use" more than "knowledge of a second language" in their oral communicative situations outside the classroom. This results in low transferability of interactional skills acquired through participation in the spoken discourse of second language classrooms. One suggestion for language teachers is the identification of those communicative purposes students have or will have in English. Another is the creation of as many and as varied opportunities as possible for learners to communicate inside the classroom, for purposes as similar as possible to those which they will have outside. (AM)

(726)

ED 139 302

Borgström, Lena And Others

Elementary Education in English for Adults. Report No. 12.

Pedagogical Centre, Stockholm (Sweden).

Spons Agency—National Swedish Board of Education, Stockholm.

Pub Date 76

Note—41p.; Best copy available

Available from—Pedagogical Centre, Fack, S-104 35 Stockholm 23, Sweden

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Dropouts, *Adult Education, *Adult Students, Course Content, *English (Second Language), Interviews, Language Instruction, *School Surveys, Second Language Learning, *Student Attitudes, Student Characteristics, *Teacher Attitudes, Teaching Methods

This report summarizes a project which, among other points, investigated the following: (1) the content and design of the education offered to adults of limited schooling; (2) student and teacher attitudes toward the content and design of this education; and (3) the characteristics of those students who continue, and of those who discontinue, their studies. The survey population comprised 1,126 adults studying elementary school English, mathematics and Swedish in the evening, and 53 teachers. Data was collected by means of questionnaires and interviews. Findings include: (1) most of the students in this type of program are women; (2) age of both men and women varies widely; (3) the median age of the teachers is lower than that of the stuoents; (4) direct teaching and speaking practice are not as frequent as desired; and (5) the serious problem of drop-outs is most likely due in many cases to negative reaction to the teaching methods. (Author/AM)

(727)

ED 140 663

White, Lydia

Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date May 77

Note—18p.; For related documents, see FL 008 663-669 ; Best copy available

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Students, *English (Second Language), *Error Analysis (Language), *Interference (Language Learning), Language Instruction, Language Tests, Morphology (Languages), Phonology, *Second Language Learning, Spanish, *Spanish Speaking, Syntax, Vocabulary

Identifiers—Bilingual Syntax Measure, Error Correction (Language), Interlanguage

Twelve Spanish-speaking adults learning English as a second language were tested using the Bilingual Syntax Measure and their errors were analysed. Eight of them were subsequently presented with the errors in written form and asked to correct them. The 12 adults produced a total of 451 errors, of which 20.6% were due to interference from Spanish, 60.3% were developmental and 19% were from other sources. There was no variation in the proportions of errors from different sources according to academic status: intermediate students produced 60.3% developmental errors and advanced students produced

60.2%. Most subjects, both intermediate and advanced, were only able to correct about half their errors. Their corrections of the "Is X" structure suggest that this error may be due to syntactic, rather than phonological, interference. (Author)

(728)

ED 146 791

Sutherland, Kenton, Ed.

CATESOL Occasional Papers, No. 3. Winter, 1976-77.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 77

Note—122p.

Available from—CATESOL, 2773 Bush Street, San Francisco, California 94115 ($2.50)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, Bilingual Education, Chinese, Classroom Games, Classroom Observation Techniques, Composition (Literary), Educational Games, Elementary Secondary Education, *English (Second Language), Error Analysis (Language), *Foreign Students, Grouping (Instructional Purposes), Higher Education, Illiterate Adults, Individualized Instruction, *Language Instruction, Language Tests, Newspapers, *Second Language Learning, Teacher Evaluation, *Teaching Methods, Video Tape Recordings

This volume of CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers includes the following: "ESL Adult Literacy," by Jack Wigfield; "Language Teaching as a Means to Self Knowledge, Self Acceptance, and Communication with Others," by Beverly Galyean; "Let Your Students Be Actors: Using Videotape to Teach English as a Second Language," by Suzanne M. Griffin; "Coordinated Teaching for Multi-Cultural Students: A Christmas Walking Tour," by Gordon Howell and Nancy Milton; "Techniques of Language Class Observation," by Gordon B. Becktold; "Policy on Services to Limited-English-Speaking Students" (State of California Board of Education); "Individualizing Instruction in the ESL Classroom through Grouping," by Janet G. Fisher; "Back from Wonderland - Reply to the Queen of Hearts," by Alan Marcus; "Teaching Composition to Low-Level ESL Students," by Barry P. Taylor; "On Using the 'National Observer' as an ESOL Teaching Device," by George W. Raney; "Make Your Own ESL Board Game," by Ola Jane Miller; "Bilingual Education and Ethnic Interest," by J. Donald Bowen; "A Comparison of Language Balance in Non-Bilingual Schools," by Robert L. Politzer; "Lau v. Nichols v. HEW," by Glendon F. Drake; and "Some Most Common Grammatical Errors Made in Written English by Chinese Students," by Mo-Shuet Lee. (CFM)

(729)

ED 146 812

Riley, P.

From Fact to Function: Aspects of the Work of the C.R.A.P.E.L. Melanges Pedagogiques, 1974.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 74

Note—13p.; In French; Paper presented at the Annual Meeting of the British Association ; Contains some small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Applied Linguistics, Audiovisual Aids, Autoinstructional Aids, Communicative Competence (Languages), Educational Research, Educational Technology, *English (Second Language), English for Special Purposes, *Independent Study, Instructional Materials, *Language Instruction, Language Research, Language Skills, Material Development, Psycholinguistics, *Research and Development Centers, Second Language Learning, Second Languages, Sociolinguistics, *Teaching Methods

Identifiers—*CRAPEL

The aim of this paper is to describe certain characteristic aspects of the work of C.R.A.P.E.L. (Centre de Recherches et d'Applications Pedagogiques en Langues), and, in doing so, to outline the overall approach and the conceptual framework on which that work is based. The description of the nature and organization of C.R.A.P.E.L. is followed by a discussion of its contributions in the area of English instruction to adult, non-specialist learners. The center was founded in 1962, and is one of a group of four loosely related linguistics research centers within the University of Nancy, in France. The range of interests and activities include educational technology, micro-teaching, teaching by radio and television, French for immigrants, the description of oral language, materials production and evaluation, language-teaching methods and strategies, and teacher training. The approach used in the teaching of English to adults is designed to meet the immediate and specific needs of these learners. The emphasis is on the development of autonomy, both linguistic and pedagogic, and on the provision of self-access materials. In this regard, the activities of a group of applied linguists (the Commission de Langues Orale) in the preparation of instructional materials are described. (CLK)

(730)

ED 148 112

Combale, M. Gremmo, M.-J.

Autonomie de l'Apprentissage: Realites et Perspectives (Autoinstruction: Realities and Perspectives). Melanges Pedagogiques, 1974.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 74

Note—12p.; In French

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, *Autoinstructional Methods, *Autoinstructional Programs, *English (Second Language), Independent Study, Individual Study, *Language Instruction, Listening Comprehension, Post Secondary Education, Reading Comprehension, *Second Language Learning, *Teaching Methods, Written Language

This article describes an attempt at organizing a continuing, self-instructional language program designed at the request of a commercial enterprise. The program was to be over a three-year period, and was originally aimed at producing reading comprehension in English, but at the request of the students the program was expanded to add listening comprehension. The 29 students were between 20 and 50 years old, and were grouped according to beginners (14) and non-beginners (15). Each section met twice a week for an hour and a half each time. At the end of the first year, 15 persons decided to continue. The second year, each session met with an instructor for half the time, and without an instructor the other half. In general, these students felt that progress made during the course of this semi-autonomous program was less than what they could have made with the constant presence of an instructor. Some directions for the future are discussed. (AM)

(731)

ED 148 120

Abe, D. And Others

New Approaches to Autonomy: Two Experiments in Self-Directed Learning. Melanges Pedagogiques, 1975.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 75

Note—24p.; Contains occasional small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, Autoinstructional Aids, Autoinstructional Laboratories, *Autoinstructional Programs, College Language Programs, College Students, *English (Second Language), Higher Education, *Independent Study, Individual Study, *Language Instruction, Language Laboratories, *Language Programs, Listening Comprehension, Magnetic Tape Cassettes, Reading Comprehension, *Second Language Learning, Speech Skills, Student Motivation, Tape Recordings, Teaching Methods

Identifiers—France

This paper discusses two experiments with autonomous learning strategies for learners studying English as a second language in France, one for non-specialist adults and the other for university students. The first group consisted of 26 adults who were mostly professionals and had opted for autonomy not out of preference but for lack of any other solution. All of the learners who completed the experiment were very highly motivated and had fairly immediate, definite goals to reach. The three skills that were emphasized were written comprehension, oral comprehension, and oral expression, and therefore, a wide selection of both tapes and written material was needed. Learners were able to have "work sessions" with helpers whenever they desired, in which their learning difficulties were reviewed and diagnosed. The most important finding of the experiment was that beginning language learners could survive in an autonomous learning scheme. The other experiment involved engineering students in a school in Nancy. An autonomous program was set up to replace the classroom situation with one which called for a more adult approach and greater involvement. Oral material was used exclusively. It was found that the students for whom enjoyment was the prime motivation for learning English found autonomous learning a positive experience while the completely unmotivated students found it an unsuccessful solution. (CFM)

(732)

ED 148 140

Esch, E. Combale, M.

Reflexions sur un Cours de Langue pour Debutants (Reflections on a Language Course for Beginners). Melanges Pedagogiques, 1972.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 72

Note—22p.; In French

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, College Language Programs, Course Descriptions, *Course Organization, Curriculum Development, *Curriculum Planning, *English (Second Language), Grammar, *Language Instruction, Learning Theories, Linguistic Theory, Post Secondary Education, Psycholinguistics, *Second Language Learning, *Teaching Methods, Vocabulary

This article attempts an analysis of the problems involved in creating a course in English as a second language for adult beginners. Various learning theories and linguistic theories are discussed, which should be taken into consideration in choosing a teaching method. In addition, care must be taken to distinguish among the four language skills and to decide which will assume priority. Criteria must also be chosen for teaching grammar and vocabulary. These criteria are discussed in terms of a course, developed at the University of Nancy, which emphasizes oral comprehension and grammar. (AM)

(733)

ED 149 622

Pinton, Giorgio A.

Monopoly Curriculum Guide.

Pub Date Oct 77

Note—8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Basic Education, Arithmetic, Basic Skills, Behavioral Objectives, Correctional Education, Criterion Referenced Tests, *Curriculum Guides, Educational Games, *English (Second Language), *Games, *Institutionalized Persons, Language Instruction, Language Skills, Learning Activities, *Second Language Learning, Student Evaluation, Unit Plan, Units of Study, Vocabulary

Identifiers—*Monopoly (Games)

Curricula for English as a second language geared toward youth and adults in correctional institutions are rare. Using the popular Parker Brothers game, "Monopoly," a learning unit was prepared combining high motivation and entertainment with practice in survival language and computational skills in a real-life situation. This unit is aimed at students capable of functioning at least on the intermediate level of English. The guide outlines the game's behavioral objectives and the criterion-referenced testing method to be used in connection with the game. (Author/AM)

(734)

ED 152 108

Waterbury, Marianne Tucker, G. Richard

The Acquisition of Complex English Structures by Adult Native Speakers of Arabic.

Pub Date Apr 78

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adults, Arabic, Child Language, *Comprehension, *English (Second Language), Grammar, Interference (Language Learning), Language Development, Language Instruction, *Learning Processes, Native Speakers, Psycholinguistics, *Second Language Learning, *Sentence Structure

Identifiers—*Egyptians

This investigation was designed to examine the acquisition of a set of complex English structures by Egyptian Arabic-speaking adult learners at different levels of proficiency. Two studies were conducted using the methodology of Chomsky as

adapted by d'Anglejan and Tucker. In addition, some subjects were asked to translate a number of stimulus sentences to probe explicitly for evidence of interlingual interference. The results for the more advanced learners indicated a developmental pattern similar to that reported by Chomsky for child native speakers. All subjects appeared to deal directly with the linguistic data of the target language. No evidence was found that they attempted to translate or to map native language structures onto those of the target language (Author)

(735)

ED 152 126

Brown, Sandra

A Guide. Life Situations: Incorporating Community Resources into the Adult ESL Curriculum.

Pub Date 5 Mar 78

Note—27p.

Available from—Paper presented at the meeting of the California Association of Teachers of English to Speakers of Other Languages (San Francisco, California, March 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Adult Students, Communicative Competence (Languages), *Community Resources, Community Services, Curriculum Development, *Curriculum Guides, *English (Second Language), *Field Experience Programs, Field Trips, Instructional Materials, *Language Instruction, Learning Activities, Post Secondary Education, Resource Guides, Resource Materials, Role Playing, Second Language Learning, Teaching Methods, Unit Plan

Identifiers—Dialogs (Language)

"Life Situations," a program designed for adult ESL (English as a second language) students, expands the curriculum through the use of community resources: trips, speakers, films, and related materials. These are incorporated into topical units of two to four weeks duration, along with dialogues and role playing using structures and vocabulary appropriate to the students' level of ability. Survival skills that students need in their everyday lives are covered in such topics as Community Services, Consumer Education, Cultural Awareness, Employment, Family Life, Government/Citizenship/Law, Health, and Recreation. This guide contains lists of suggested speakers, trips, real-life materials, audiovisual materials, and brochures from which to choose. Also included is a checklist of some oral and written classroom strategies (cognitive, affective, psychomotor) that can be used for presentation, reinforcement, and/or evaluation of "Life Situations" objectives. A list of recommended resources, such as commercial books, picture sets, and free and low-cost materials, completes the guide. (Author/CFM)

(736)

ED 154 605

Gaies, Stephen J.

Gradation in Formal Second Language Instruction as a Factor in the Development of Interlanguage. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue: Error Analysis and Language Testing.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Nov 76

Note—14p.; Paper presented at the meeting of the Midwest Modern Language Association (November 4-7, 1976)

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Learning, *Adult Students, Child Language, Discourse Analysis, English (Second Language), Error Analysis (Language), Grammar, Interference (Language Learning), Language Development, *Language Instruction, *Language Research, Language Teachers, Learning Characteristics, Learning Processes, *Learning Theories, Psycholinguistics, *Second Language Learning, Syntax, Teacher Behavior, *Teacher Influence

Identifiers—*Interlanguage, Teacher Talk

The language learner is activated by exposure to primary linguistic data in the target language, categorizes that data and deduces from it a system of rules or hypotheses. When the language acquisition process is successful, as is virtually always the case in first language acquisition, the learner's rule system corresponds to that of the speech community at large. This is not the case of the second language learner. Adults attempting to learn a second language end up with a rule system which differs to one degree or another from the grammar of the target language. The learner's system of sentence-generating rules, which is very different from the grammar of his native language but not identical to the full grammar of the target language community, is called "interlanguage." When children are learning their native language, they are not exposed to truly random linguistic data; adults attempt to control and simplify their syntax when addressing them. The present study shows that a similar phenomenon occurs in second language learning. Native speakers simplify their language when talking to non-native speakers. Teachers, too, simplify their language according to the students' competence. The syntax of the oral classroom language of eight ESL (English as a second language) teacher-trainees was examined. The analysis of the data revealed that the teachers' classroom language was a potential factor in shaping the development of interlanguage. (Author/CFM)

(737)

ED 155 938

Laylin, Jan

ESL on the Job. The Jantzen Experience. TEAL Occasional Papers, Vol. 1, 1977.

British Columbia Association of Teachers of English as an Additional Language, Vancouver.

Pub Date 77

Note—10p.

Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Students, Adult Vocational Education, Communication Skills, *Communicative Competence (Languages), Course Descriptions, Curriculum Planning, *English (Second Language), *English for Special Purposes, Fashion Industry, *Immigrants, Job Skills, *Language Instruction, Language Skills, Learning Activities, On the Job Training, Pilot Projects, *Second Language Learning, Semiskilled Workers, Sewing Machine Operators, Speech Communication, Teaching Methods, Verbal Communication

A pilot course was begun to provide English language training for non-native speakers of English who needed to develop language skills for their work in the garment industry. One advantage to this kind of language learning situation is that the environment provides ready materials, situations, subjects, and practical learning activities. The curriculum must be designed to fit the working environment, and the behavioral objectives established for the course must reflect the workers' needs. It was determined that workers should be able to: (1) communicate effectively with other workers and supervisors; (2) identify and carry out daily work responsibilities; (3) identify parts of the sewing machine and describe their function; and (4) participate in informal social conversations. Learning activities thus centered around giving and receiving instructions, explanations of the industry's operations, practice filling out forms, problem solving, and discussion of workers' actual experience during work hours. (AM)

(738)

ED 155 939

Leroux, Rita

Evaluative and Creative Orientation. TEAL Occasional Papers, Vol. 1, 1977.

British Columbia Association of Teachers of English as an Additional Language, Vancouver.

Pub Date 77

Note—8p.

Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Acculturation, *Adult Basic Education, Adult Students, Basic Skills, *Conversational Language Courses, Course Descriptions, *English (Second Language), Group Activities, *Immigrants, Job Search Methods, *Language Instruction, Pilot Projects, Second Language Learning, Short Courses

Identifiers—*Life Skills

A pilot course was designed to give immigrant adult students of English as a second language (ESL) training in English conversation skills and in life skills. The students, who came from different ethnic and social backgrounds, were required to have a certain level of proficiency in English to take the course. Emphasis was placed on group activity and conversation. Topics of discussion ranged from seeking employment to learning relaxation techniques. The students' reaction to the pilot was favorable, in general indicating that the experience had helped them adjust to life in a new culture. (AM)

(739)

ED 155 943

Barnes, Bruce

First Language Literacy and Second Language Learning. TEAL Occasional Papers, Vol. 2, 1978.

British Columbia Association of Teachers of English as an Additional Language, Vancouver.

Pub Date 78

Note—10p.

Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, Adults, Educational Background, Elementary Secondary Education, *English (Second Language), *Immigrants, Language Instruction, *Language Skills, *Literacy, Phonology, *Second Language Learning, Semantics, Statistical Data, *Student Evaluation, Syntax, Vocabulary

Identifiers—*British Columbia, Canada

Individual assessment of students of English as a second language is advocated. Based on a model used by Pearson, four language assessment areas are outlined: the semantic base in a first language, the syntax of the first language, the lexical items "shared" by the two languages, and the number and complexity of the phonemic elements in the target language that are lacking in the student's first language. Additionally, literacy in the first language should be assessed. These areas of consideration are most important for students who are "under-educated." Statistics on educational levels attained by British Columbia adults and by immigrants are presented. The large numbers of under-educated speakers of English as a second language indicates the need for assessment of students in the four language areas before specific decisions are made regarding instruction. (SW)

(740)

ED 155 944

Marshall, Diane

Implications for Working with New Canadians. TEAL Occasional Papers, Vol. 2, 1978.

British Columbia Association of Teachers of English as an Additional Language, Vancouver.

Pub Date 78

Note—10p.

Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Affective Behavior, Chinese Culture, *Counseling Services, Cultural Differences, *Culture Conflict, *English (Second Language), Females, *Immigrants, Junior Colleges, Language Programs, Second Language Learning, Sex Role, Social Influences, Socioeconomic Influences

Identifiers—*Asian Culture, Asian Immigrants, *British Columbia, Canada

General implications for counseling Asian immigrant women were sought through individual and group counseling at King Edward Campus of Vancouver Community College. The campus is the base for the centralized English as a second language program for new Canadian adults in British Columbia. The research focused in part on nine women who were tested and interviewed. Sociological and psychological dynamics that counselors and teachers should understand include the minority group status of the immigrant, difficulties in understanding a new culture, severe economic stress, unfamiliarity with democratic processes, Asian "identity" versus North American "identity" constructs, culturally influenced social relationship patterns and roles of women,

and the acceptability of expressing feelings in Asian culture. Nine implications for counseling, which can be extended to the teaching relationship, are presented. (SW)

(741)
ED 155 946
Benetti, Joan
Techniques for Introducing the Newspaper to ESL Students. TEAL Occasional Papers, Vol. 2, 1978.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 78
Note—10p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *English (Second Language), *Language Instruction, *Learning Activities, *Newspapers, Pictorial Stimuli, Reading Assignments, Reading Instruction, *Reading Materials, Second Language Learning, *Teaching Methods
Newspapers are practical sources of materials to help students of English as a second language (ESL) reach some degree of reading competency. Nine objectives for using the newspaper with ESL students are presented, and teaching procedures and techniques that can be used in the classroom are described. For example, newspaper pictures can be used for students in groups of two and for class or group activities. A more difficult assignment is the study of the headline story of a particular edition on the weekend. Advantages of using the newspaper include the interest level of current events and the abundance of inexpensive, complicated material. (SW)

(742)
ED 157 386
Selman, Mary Blackwell, Margaret
E.S.L.: A Community-Based Program. TEAL Occasional Papers, Vol.1, 1977.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 77
Note—14p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 mailing costs)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, Adult Students, *Community Colleges, Community Involvement, *English (Second Language), *Immigrants, Junior Colleges, *Language Instruction, *Language Programs, Neighborhood Centers, Program Descriptions, *School Community Programs, Student Characteristics, Surveys, Teacher Workshops, Teaching Methods
Identifiers—British Columbia, Canada
A community-based program for adults learning English as a second language has been carried out by Vancouver Community College in British Columbia. The program, known as Neighborhood English Classes of the college, offers classes at accessible locations in the community to serve immigrants who are unable or unwilling to attend the intensive program at King Edward Campus or its night centers. Three distinct types of classes are offered: classes for seniors, adult evening classes, and the "moms and tots" classes. The origins and development of the program are discussed. Based on a survey of students, information is provided on the following characteristics: education, language and cultural background, length of residence Canada, social role responsibilities, and personal characteristics. Special demands of the teaching situation are outlined. Monthly teacher workshops are held to develop good morale and growth in the quality of the program. Teaching techniques and content selections appropriate for the students are discussed. (SW)

(743)
ED 157 388
Salzmann, Herbert
Writing as Self-Discovery: Teaching Writing Skills to Non-Native Speakers. TEAL Occasional Papers, Vol. 2, 1978.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 78
Note—13p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Composition Skills (Literary), *English (Second Language), *Error Analysis (Language), *Language Instruction, Personal Interests, Second Language Learning, *Self Expression, Writing Exercises, *Writing Skills
A method of teaching writing to adult students of English as a second language is presented. The method emphasizes the first-person point of view. For an individual in a new culture with limited vocabulary and uncertain knowledge of structure, beginning with the self and observed events can be reassuring. With this method, described as being a self-discovery, the student is given an assignment of correcting his writing errors, guided by a handout sheet of correction symbols. Students may be requested to work on improving incorrect structures or providing information missing from the writing. Students also work on dividing the writing into paragraphs. The method is demonstrated by providing an example of student writing. (SW)

(744)
EJ 124 297
Experiments in Teaching Foreign Language Grammar by Different Methods von Elek, Tibor, *ITL Review of Applied Linguistics* n25-26, pp83-96, 74
*Adult Education, *Teaching Methods, *Grammar, *English (Second Language), *Curriculum Evaluation, Language Instruction, Audiolingual Methods, Second Language Learning, Cognitive Processes, [*GUME Adults Project, Sweden]
An account of comparative method studies in teaching English grammar to Swedish learners, conducted by the GUME/Adults Project in Gothenburg. Cognitive code learning is superior to the audiolingual habit theory for teaching second language grammar to adults but a meaningful synthesis of both methods should be sought. See FL 507 969 for availability information. (TL)

(745)
EJ 131 092
The Acquisition of Grammatical Morphemes by Adult ESL Students Freeman, Diane E. Larsen, *TESOL Quarterly*, v9 n4, pp409-419, Dec 75
*Second Language Learning, *English (Second Language), *Morphemes, *Learning Processes, *Language Research, Language Skills, Learning Theories, Adult Learning, Psycholinguistics
A study is reported investigating whether reported sequence of acquisition of grammatical morphemes for second language learners would be found to exist in tasks other than that requiring speech production. (Author/RM)

(746)
EJ 148 254
Etude experimentale de quelques strategies d'apprentissage d'une langue etrangere par des adultes (Experimental Study of Some Learning Strategies in Adult Second Language Learning) Py, Bernard, *Etudes de Linguistique Appliquee* n21, pp81-97, Jan-Mar 76
*Language Instruction, *Second Language Learning, *Linguistic Competence, *Adult Learning, *Applied Linguistics, French, Language Research, Language Usage, Learning Processes, Models
The intermediate competence of adult second language learners is qualitatively different from native speaker competence. Learning strategies are constants in the diachronic modifications of learner competence. A study of the acquisition of interrogatives in French reveals limited strategies and the heterogeneity of linguistic models needed to account for intermediate competence. (Text is in French.) (CDSH/CLK)

(747)
EJ 179 303
Beyond Chinatown: The English Language Needs of Vancouver's Chinese Community Berwick, Richard; And Others, *TESL Talk*, v9 n1, pp13-20, W 78
*English (Second Language), *Chinese, *Language Programs, *Adult Education Programs, *Immigrants, *Language Instruction, Second Language Learning, Chinese Culture, Bilingual Education, School Community Programs, Immigrants, Post Secondary Education, Statistical Data, [*British Columbia (Vancouver)], [Canada]
There are insufficient resources for providing instruction in English as a second or additional language for Vancouver's Chinese-speaking adult population. A pilot program designed to reach this population is described. The first volume of the series "Practical English," used in San Francisco, was revised for the pilot project. (SW)

5300
Adult Secondary Education

(748)
ED 118 901
Summers, Barbara Stodghill
Military Student Attitudes Toward American Preparatory Institute and Competency-Based, Continuous-Progress Instruction. Research Study.
Pub Date Aug 75
Note—158p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage
Descriptors—*Adult Students, Continuous Progress Plan, Dropouts, *High School Equivalency Programs, Individualized Instruction, Males, *Military Personnel, Military Schools, *Performance Based Education, Questionnaires, *Student Attitudes, Surveys
Identifiers—American Preparatory Institute, API
Based on surveys of military student attitudes toward American Preparatory Institute (API), the study provided information about competency-based, continuous-progress high school level instruction at API, a private high school for military adults. Students were predominantly male enlisted military personnel, the mean age was approximately 20 years, and the average student had dropped out of school during grade 10. Survey A included all 352 students enrolled in a six-week cycle at First Calvary Academy site at Fort Hood, Texas, and Survey B consisted of 60 randomly selected students enrolled in a 12-week cycle at Central College campus site near Fort Hood. Information about drop-outs or habitual absentees was not included in the study. A 29-item questionnaire was developed to quantify the students' attitudes, with frequencies for each response category converted to percentages. Overall impression from both surveys was one of positive response toward the entire API program. Students indicated an adaptability to the informal and friendly atmosphere, being encouraged by individual attention and instruction, and recognition of a difference in API's approach from the high school in which they were unsuccessful. However, students expressed conflicting time demands between school and military duties. (EA)

(749)
ED 120 500
Nickse, Ruth S.
A Report on Adult Learners: A Profile of Fifty Adult Learners With Their Reactions to an Adult Life Skills, Competency-Based, Applied Performance Assessment System.
Regional Learning Service of Central New York, Syracuse.
Pub Date Jan 76
Note—99p.; For the Development of the Performance Assessment System, see ED 110 740
Available from—Syracuse Research Corporation, Syracuse University, Merrill Lane, Syracuse, New York 13210 ($5.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—Adult Characteristics, Adult Education Programs, *Adult Students, Educational Alternatives, Educational Assessment, Equivalency Tests, Formative Evaluation, *High School Equivalency Programs, Performance Based Education, *Performance

Tests, Program Evaluation, Program Improvement, *Student Characteristics, Student Opinion, *Student Reaction
Identifiers—*Central N Y External High Diploma Program

This report, based on the first 11 months field test experience of the New York State external high school diploma program with its competency-based assessment system, provides background information for use by adult educators in program development. The positive impact of the program and a brief overview of its objectives are presented. Section One of the report continues the story of the field test demonstration (begun in an earlier paper on the development of a performance assessment system) and profiles the first 50 graduates. It focuses: demographic information (age, sex, and race), reasons for dropping out of school, motivations for pursuing the high school credential, their occupations, and leisure and learning activities. Section Two details the adults' reactions to performance testing. Information includes: the learners' perceptions of the content of the tests (life skills competencies) and the process of assessment (take-home tasks, oral and performance interviews); learning strategies, problem-solving approaches and resources used; comments about learning consultants, tutors, assessors, families, and friends who assisted the candidates; graduates' suggestions for program improvement; and graduates' goals for the future. Appended materials include: media reprints on the program and a summary of statistics on the first 50 graduates of the program. (Author/MS)

(750)

ED 145 085

Bauer, Barry Ralph

A Comparison of the Performance of Adult High School Diploma Program Students with Graduating Seniors in Three Areas of Basic Skill Development.

Pub Date Jul 77

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, Achievement Rating, Achievement Tests, *Adult Students, *Basic Skills, Basic Vocabulary, Comparative Analysis, Correlation, Educational Alternatives, Educational Assessment, Educational Research, Evening Programs, Evening Students, Grade 12, *High School Equivalency Programs, *High School Students, Language Skills, Reading Comprehension, Senior High Schools, *Seniors, Student Evaluation, Test Results

An evaluation study was done (1) to compare the performance of adult high school diploma students and traditional students in three basic areas of skill development (vocabulary, language arts, and reading comprehension) and (2) to test the association between selected demographic variables and performance in these three basic skill areas. The comprehension and vocabulary sections of the Gates-MacGinite Reading Tests (Gates) Survey D and the language arts section of the Iowa Tests of Educational Development (ITED) were administered to twenty traditional twelfth grade high school students and twenty adult high school diploma program (HSDP) students. Conclusions were these: (1) There was no significant difference between the performance of the traditional high school seniors and the HSDP students in vocabulary, language arts, and reading comprehension as measured by Gates and ITED; (2) a strong correlation was not observed between these two student groups on selected independent variables (age, attendance, and employment) and the three basic skill areas; (3) there was a strong correlation between the two student groups on each of the selected dependent variables (Gates comprehension, vocabulary, and reading total; and ITED language arts skills and reading total) and the three basic skill areas; and (4) the HSDP is a viable alternative to the traditional high school program for many adults. (EM)

(751)

ED 156 848

Assessing the Effect of Adult High School Completion Programs on Graduate Placement. Final Report.

Des Moines Area Community Coll., Ankeny, Iowa.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Sep 77

Grant—76-11-E-02-N

Descriptors—Adult Basic Education, *Educational Benefits, Employer Attitudes, Employment Opportunities, *Employment Practices, Employment Qualifications, Graduate Surveys, *High School Equivalency Programs, High School Graduates, *Job Placement, Personnel Policy, *Program Evaluation, State Surveys

Identifiers—Iowa

Three thousand eight hundred ninety-eight adults who had received a High School Equivalency Diploma (HSED) during 1976 in Iowa were surveyed to assess the impact of finishing a high school completion program on their placement after completion. Three hundred Iowa employers were also surveyed to analyze existing personnel policies and practices related to educational achievement, particularly the HSED. Based on responses from 1,433 program graduates and eighty-two employers, the findings indicated that HSED provides a vehicle for further education and training as well as open doors for job advancement or employment entry. The largest group of adults who took advantage of the HSED programs were either those who had left the formal education process one to five years ago or those who had been away from school for more than twenty years. It was also found that employers recognize the benefits of HSED completion. While few employers indicated that they provided financial rewards for HSED completion, most viewed this achievement as an indication of employee motivation, perseverance, and personal commitment. While most of the employers did not require high school graduation or its equivalent for employment, nearly all of them preferred this status. (The survey forms are appended.) (EM)

(752)

EJ 123 775

Prospects for a Learning Society Penfield, Kathleen R., *Adult Leadership*, v24 n1, pp40-4, Sep 75

*Adult Education, *Secondary Education, *National Surveys, *Educational Problems, *Educational Policy, Student Needs, Adult Students, Certification, Educational Trends, Educational Philosophy, [Institutionalization, Compulsory Education]

The article describes a national study of the "state of the art in adult secondary education," reports that "there is no field of adult secondary education," and discusses the implications of that dismal finding, focusing on attitudes and policies regarding certification of adults. Adult education faces increasing formalization and institutionalization. (Author/AJ)

(753)

EJ 137 481

Establishing an Adult Cooperative Education Program Moore, Allen B., *Business Education World*, v56 n3, pp11, May/Jun 76

*Adult Education, *Cooperative Programs, *Program Planning, *Program Descriptions, Business Skills, Program Development, Educational Research

The Center for Vocational Education at Ohio State University completed an 18-month study of jointly sponsored programs throughout the nation for adults who have not completed their high school education. Two programs emphasizing business skills and the five steps essential in the development of adult cooperative programs are discussed. (BP)

5400
Adult Higher Education—Academic Programs

(754)

ED 152 114

Knishow, Allen

Foreign Language Training in the United States Peace Corps.

Peace Corps, Washington, D.C.

Pub Date Apr 67

Note—76p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, Instructional Materials, *Language Instruction, Language Proficiency, *Language Programs, Language Skills, *Language Tests, Post Secondary Education, *Program Descriptions, *Program Development, *Program Evaluation, Second Language Learning, Teaching Methods, Testing, Uncommonly Taught Languages, Volunteers, Volunteer Training

Identifiers—*Peace Corps

This document reports on the foreign language training offered in the Peace Corps. Following a brief introductory statement, a list of languages taught by the Peace Corps in the years 1961-67 is provided, as well as a brief description of Peace Corps language training methods. Guidelines for language coordinators are outlined, and the approach to language proficiency testing is described. The document concludes with an outline of the procedures for implementation and reporting of language testing, and critical questions for the planning and evaluation of language training programs are raised. (CLK)

(755)

ED 155 352

Ray, Robert F.

Adult Part-Time Students and the C.I.C. Universities. A Study of Credit and Degree Earning Opportunities for Adults at Eleven Midwestern Universities.

Iowa Univ., Iowa City. Div. of Continuing Education.

Spons Agency—College Entrance Examination Board, New York, N.Y.; Committee on Institutional Cooperation.

Pub Date Aug 77

Note—421p.

Available from—University of Iowa, Division of Continuing Education, C108 East Hall, Iowa City, Iowa 52242 ($6.00)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Administrative Policy, *Adult Education, Associate Degrees, Bachelors Degrees, *College Credits, College Programs, Credit Courses, *Degree Requirements, Graduate Study, Higher Education, Masters Degrees, *Part Time Students, Post Secondary Education, Transfer Policy, Undergraduate Study, *Universities, University Extension

Identifiers—*Committee on Institutional Cooperation

As a sequel to a 1971-72 study, this report for 1975-76 provides an updated inventory of the programs and policies of the Committee on Institutional Cooperation (CIC) universities through which adult part-time students may earn credit and bachelor's or master's degrees, notes significant changes since the first report, and offers suggestions for future development. The eleven midwestern universities that belong to CIC are Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, and Wisconsin. In the text the following topics are discussed generally while in the appendixes they are summarized separately under each institution: (1) noncredit programs and continuing education units; (2) administrative structure; (3) residency requirements; (4) fee structure; (5) student classifications and degree credit; (6) counseling services; (7) special clientele programs serving prisoners, the elderly, business, labor and engineers, women, the disadvantaged and handicapped, and community college personnel; (8) associate degrees and certificate programs; (9) credit by examination and advanced placement; (10) credit for military service courses, programs given by noncollegiate organizations, or experiential learning; (11) external and non-traditional degree programs; (12) consortium participation; (13) off-campus, extension, Saturday, or evening classes; (14) independent study including correspondence courses; (15) accelerated courses; (16) auto-tutorial or computer-assisted instruction for self-paced programmed learning; and (17) use of media such as radio, television, audio and video cassettes, and electronic blackboard and telephone. (ELG)

(756)

EJ 149 754

Young Adults in University Adult Education Evans, Karen, *Adult Education*, v49 n3, pp139-145, Sep 76

*Young Adults, *Post Secondary Education, *Adult Education, *Nonformal Education, *Needs Assessment, *Educational Needs, Comprehensive Programs, [England, University of Surrey]

Surveys the need in England for a comprehensive pattern of non-formal educational provision for young adults, indicates the trend and illustrates some recognized inadequacies in existing provision, and emphasizes the need for research and the potential to be achieved by the exploration of alternative sources of provision, particularly in the higher education sector. (WL)

5500
Community Services

(757)

ED 112 118

Deshler, J. David And Others

Developing Community Services in the Seventies: New Roles for Higher Education.

California Univ., Los Angeles. Lab. for Research on Higher Education.

Spons Agency—California State Postsecondary Education Commission, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—127p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors—Adult Education, Community Development, *Community Service Programs, *Educational Administration, *Educational Economics, *Educational Legislation, Educational Research, Federal Aid, Federal State Relationship, Government Role, *Higher Education, Institutional Role, Predictor Variables, Program Development, Research Methodology

Identifiers—California, *Higher Education Act of 1965 Title I

The report on developing community services identifies effective alternative administrative structures and funding patterns which have enabled or could enable Title I efforts in the State of California to be expanded, continued, or adopted when Title I funding to institutions is diminished or terminated. The first of the report's six chapters is an introduction and overview. Chapter 2 describes the research methodology employed. Chapter 3 discusses the diversity of perspectives and interpretations which have been attached to such terms as continuing education, community service, community development, and public service, and offers a means of clarification based on the distinction between education-oriented, community-oriented, and broker-oriented Title I projects. Chapter 4 focuses on the nature of the strengthening and continuing process of continuing education and community services through developmental funding which has, in some cases, occurred as a result of the intervention of Federal Title I funding. Chapter 5 discusses the primary variables which have been found to affect the strengthening and continuing process for various types of efforts, and presents general conditions which have been found to be important to the continuation or persistence of community service efforts. Chapter 6 provides a summary and general conclusions of the study. (Author/JR)

(758)

ED 122 897

Holcomb, Hope M., Ed.

Reaching Out through Community Service. New Directions for Community Colleges, No. 14.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—122p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)

Journal Cit—New Directions for Community Colleges; v4 n2 Summer 1976

Document Not Available from EDRS.

Descriptors—College Role, Community Colleges, *Community Education, Community Service Programs, *Community Services, Educational Finance, Educational Objectives, *Junior Colleges, Multicampus Districts, Needs Assessment, *Outreach Programs, Program Descriptions

The concept of community services has become one of the newest and most exciting dimensions of the community college. However, the concept presents problems of definition, delineation, financing, management and intervention. The articles in this sourcebook discuss the definition and objectives of community services; ways of developing better funding for the institution through community services; needs assessments of consumers and institutional suppliers; the procedures for recruitment of special target groups, counseling and guidance, and staff development; the management of community services in multicollege districts; the role of college as deliverer, convener, planner, coordinator, and collaborator; the accountability and evaluation of colleges involved in community problem-solving; and the problems facing community-based institutions. Profiles of community service programs in California and Florida are presented. A review of additional pertinent literature and a bibliography are also provided. Contributions include: William A. Keim, John M. Nickens, Roger Yarrington, Steven R. Wise, Benjamin R. Wygal, C. Roland Terrell, Timothy Welch, Sidney W. Brossman, Corinne Walker, Johnnie Ruth Clark, Ray Johnson, Robert J. Leo, Linda Hood Talbott, Richard L. Alfred, Hope M. Holcomb, and Elizabeth Rinnander. (Author/BMS)

5600
Special Degree Programs

(759)

ED 110 740

Nickse, Ruth S.

Development of a Performance Assessment System for the Central New York External High School Diploma Program: An Educational Alternative for Adults: A Progress Report.

Regional Learning Service of Central New York, Syracuse.

Spons Agency—Ford Foundation, New York, N.Y.; New York State Education Dept., Albany. Regents External High School Diploma Program.

Pub Date Apr 75

Note—34p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Academic Achievement, Adult Education Programs, Adult Students, Educational Alternatives, Educational Assessment, *Equivalency Tests, *External Degree Programs, *High School Equivalency Programs, Performance Criteria, Pretesting, Secondary Education, Student Certification, *Test Construction, Testing, Tests

Identifiers—Central New York External High Sch Diploma Program

The report describes the development of an alternative performance assessment procedure for certifying adults at the secondary school level in the New York External High School Diploma Program. Unlike standardized group tests, the alternative method is characterized by such features as flexibility in time and location of testing, variety of communication methods, and continuous feedback to students. The program's first developmental objective for 1974-75 was a field test demonstration. Preparatory steps for the field test included defining performance criteria (translating generalized competencies into behavioral terms, with accompanying performance indicators), designing assessment components (developing diagnostic procedures and procedures for assessing generalized and individualized competencies), and designing the operational form of the assessment system. Later steps included pre-testing the assessment system (selection and recruitment of subjects and observers, and method of testing), and defining the role of the learning consultants (program development, counseling adult learners, and administering tests). The second objective, the awarding of diplomas, included gathering information on the program's first 20 graduates for later use in program revision. Objective three, the production of a final external diploma assessment package, will require additional time to accomplish. (JR)

(760)

ED 125 418

Medsker, Leland And Others

Extending Opportunities for a College Degree: Practices, Problems, and Potentials.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date 75

Note—397p.

Available from—Center for Research and Development, University of California, Berkeley, California 94720 ($6.00)

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Adult Education, Adult Students, Curriculum, Directories, *Educational Alternatives, Educational Development, Educational Economics, *Educational Opportunities, Educational Planning, *External Degree Programs, *Higher Education, Organization, Post Secondary Education, Program Descriptions, Scheduling, Student Personnel Services, Student Recruitment, Students, *University Extension

The extension of opportunity to people--usually adults--to pursue college degree programs without the time and space restrictions characteristic of programs for students of conventional college age is of major importance in American postsecondary education. A general discussion of the policy issues in this area introduces a variety of such programs presently in operation. Issues involve: approaches to extended degree programs; students; curricula and modes of instruction; recruiting and student services; organization of extended degree programs; staffs and staffing features; economics; planning. Program flexibility and content are important in the eyes of the students. (Author/KE)

(761)

ED 128 303

Goldman, Richard M. Champagne, David W.

Three University External Studies Courses: An Analysis. Teacher Education Forum; Volume 4, Number 8.

Indiana Univ., Bloomington. School of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 76

Grant—OEG-0-72-0492-725

Note—12p.; For related documents, see SP 010 368-388

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Course Objectives, Evaluation, *External Degree Programs, *Independent Study, *Individualized Programs, Off Campus Facilities, *Teacher Education, *University Extension

Identifiers—Kent State University, Nova University, University of Pittsburgh

Three external degree programs--National Ed.D. Program for Educational Leaders, Nova University (Florida); University External Studies Program, University of Pittsburgh; and Field Centered Courses, Department of Early Childhood Education, Kent State University--are compared on the basis of a series of questions. Is the course designed for a specific audience? Does the course link theory with practice? Are the objectives of the course clearly specified for the student? Are the students encouraged to help one another? Are preassessment instruments utilized to identify the student's strengths and weaknesses? Does the student complete the course at an individual rate? Does the student receive continuing feedback from the instructors? Does the student attend "on campus" seminars? The major conclusions of the study are that the learning environment can be expanded to include the school community setting and that the external studies as a format can be designed to match the needs and learning styles of many kinds of students. (JMF)

(762)

ED 132 930

Regents External Degrees. College Proficiency Examinations.

State Univ. of New York, Albany.

Pub Date 75

Note—273p.; Not available in hard copy due to marginal legibility of original document

Available from—College Proficiency Examination Program, State Education Department, Albany,

New York 12230
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Achievement Tests, Associate Degrees, Bachelors Degrees, Business Administration, Credits, *Degree Requirements, *Equivalency Tests, *External Degree Programs, Grading, Health Education, Higher Education, *Independent Study, Nursing, Program Costs, Reading Instruction, Second Language Learning, Teacher Education, *University Extension
Identifiers—New York, *Regents External Degrees
Information on both Regents External Degrees and the College Proficiency Examination Programs for the State of New York is presented in a single catalog. Part One on the Regents External Degrees covers general information on accreditation, degrees offered, enrollment, credit, grading, status reports and transcripts, costs, counseling, and the Serviceman's Opportunity College (SOC). It also details the programs for associate and bachelor degrees in art, science, nursing, and business administration. Part Two deals with the Regents Credit Bank. In Part Three the College Proficiency Examinations Program is introduced, and Part Four covers general information and methods of preparation on the examinations for both programs. The last section gives examination descriptions for the following: arts and sciences, criminal justice, bachelor of science in business administration, education, reading, foreign languages, health education, nursing sciences, and associate in nursing. Other independent study programs are also reported. (LBH)

(763)

ED 135 294
Haberman, Martin
External Degree Programs: Some Critical Issues for Higher Education.
Pub Date 76
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Degree Requirements, *Educational Alternatives, *Educational Assessment, Evaluation Criteria, *External Degree Programs, Faculty Workload, Higher Education, *Independent Study, Part Time Students, *Program Development, Residence Requirements, Trend Analysis, Tuition, *University Extension
The external degree movement is raising critical questions for higher education. It is necessary for advocates of new programs to deal with the basic assumptions underlying higher education in America. Faculty governance, the determination of what constitutes worthwhile knowledge, the selection of some subject matters and the rejection of others, the process of learning through life experiences, the definition of which experts can make these decisions, and other critical issues are examined. The 11 issues raised are a guide for proponents of external degrees to construct a rationale for their advocacy. The issues may also be used as a set of criteria for those who question external degrees to raise the critical concerns. The answers developed in response to the issues raised in this paper should be a useful basis for faculty, administrators, governing boards, and citizens to decide the values and limitations of external degrees. (Author/LBH)

(764)

ED 136 652
Shay, Thomas M. Engdahl, Lilla E.
Extended Degree Programs in the West: Report of a Survey.
Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date Jun 76
Note—103p.
Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Adult Education, College Majors, Colleges, Community Colleges, *External Degree Programs, *Higher Education, Junior Colleges, Private Colleges, School Surveys, *Special Degree Programs, State Colleges, State Universities, Surveys, *Units of Study, Universities
Identifiers—Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming
An exploratory survey yielded basic information about extended degree programs in the 13 WICHE states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, Wyoming, and Utah. Survey questionnaires were sent to the 441 colleges and universities (including two-year colleges) on the WICHE mailing list; responses were received from 376. Of them, 88 reported that they offer extended degree programs falling under the definition used for the survey, or 20 percent of the higher education institutions in the west. Results are reported by institution level and control, and specific survey responses and problems are analyzed. The questionnaire is included, and programs are listed by state, program category, and type of institution. (MSE)

(765)

ED 136 685
Westerheide, W. J. Krueger, Reynold J.
The Competency-Based Degree Program at Oklahoma City University: The Program and the People It Serves.
Pub Date Apr 77
Note—54p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 4-8, 1977)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Education, Age, Comparative Analysis, Degree Requirements, *Degrees (Titles), Females, *Higher Education, Individualized Programs, Males, *Performance Based Education, *Performance Contracts, Racial Composition, *Special Degree Programs, Student Characteristics, Student Employment, Universities
Identifiers—*Oklahoma City Univeristy, Prior Knowledge
The Competency-Based Degree Program (CBDP) at Oklahoma City University is an effort by a traditional university to serve a new and expanded group of students while maintaining a high level of quality in the services it provides. The CBDP is unique in that it is truly a nontraditional program operating within a traditional university with well established traditional programs. The nontraditional elements in the program are that each student (1) designs his or her own degree contract; (2) can receive credit for nontraditional prior learning; and (3) is not required to complete any prespecified coursework or attain any prespecified competencies. This study explores and describes the CBDP, and provides comparisons between nontraditional and traditional students and the variables of age, race, sex, marital status, and number of hours worked off campus. Additional data is given on CBDP students' reasons for enrolling, goals, what they might be doing if there were no CBDP. (Author/MSE)

(766)

ED 147 573
The University of Albuquerque Adult Education Program. Final Report, 1973-1975.
Albuquerque Univ., N. Mex.
Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date 1 Oct 75
Grant—OEG-0-73-6467
Note—68p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Admission Criteria, Adult Education, *Adult Education Programs, Adult Students, Curriculum Design, Higher Education, Objectives, Program Administration, *Program Design, *Program Development, Program Effectiveness, *Special Degree Programs, Student Characteristics, Student Evaluation, Undergraduate Study
The University of Albuquerque established a degree program for adults which includes (1) a time shortened concept, (2) a seminar format in the general education program which allows the adult students an opportunity to question, critique, discuss, and engage in scholarly dialogue with seminar preceptors, (3) a flexible schedule that allows adult students to attend either in the morning or evening or switch back and forth, (4) a requirement that every student participate in entrance and diagnostic testing and an intense period of counseling and academic advisement during the first program seminar prior to planning a program of study, and (5) an opportunity for adults who can demonstrate learning that has taken place in their life experience to challenge courses for credit in their major field. There are several reasons for concluding that the Adult Education Program is successful, including (1) that it has become a financial asset to the university, (2) that its graduates are successful, (3) that the program is accepted by the adults in the community, and (4) that the program has had some impact on the university at large, such as, on student enrollment. (This report contains eleven chapters discussing different aspects of the program, including the knowledge and skills of entering and exiting students, objectives and curriculum, and problems related to nontraditional programs.) (EM)

(767)

EJ 147 664
Applying College Credit to a Noncollegiate Program McGarraghy, John J., *Training and Development Journal*, v30 n8, pp8-11, Aug 76
*Adult Education Programs, *Educational Programs, *Program Evaluation, *Organizational Development, *Special Degree Programs, College Credits, [*Fellow Life Management Institute], [Life Office Management Associations, LOMA, FLMI]
Describes the evaluation process as it was applied at the Life Office Management Association (LOMA)-the first organization to have a nationally conducted adult education program evaluated. Information about other noncollegiate sponsored programs for college credit is also provided. (ABM)

5650
Nontraditional Study

(768)

ED 125 502
Hamilton, I. Bruce
The Third Century. Postsecondary Planning for the Nontraditional Learner.
Educational Testing Service, Princeton, N.J.
Spons Agency—Iowa State Higher Education Facilities Commission, Des Moines.
Pub Date May 76
Note—354p.
Available from—Educational Testing Service, Office of New Degree Programs, Princeton, New Jersey 08540 ($5.00)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—*Adult Education, Adult Students, *Continuing Education Centers, *Educational Innovation, *Higher Education, Parent Education, Question Answer Interviews, *Special Degree Programs, State Colleges, State Universities, *Statewide Planning, Statistical Data, Surveys, Tables (Data), University Extension
Identifiers—*Iowa, Iowa Commonwealth College
A statewide study of the needs of continuing education opportunities for persons motivated toward further study but unable to take advantage of conventional delivery systems of postsecondary education is reported. Four data collective activities were utilized: a learning interest interview field poll of 800 respondents; an inventory of current programs in Iowa for nontraditional students; a 3 to 5 percent sample survey of adult and part-time nontraditional learners currently enrolled in programs; and a series of eight group interviews of nonenrolled adults in separate geographical regions. Data were also gathered first-hand from the institutions themselves. Trends in other states were studied as well. Conclusions and recommendations are outlined regarding policies, balance, expansion, Iowa Commonwealth College, services, cooperation, and data. Projections of the learning population in the year 2000 were used to emphasize the potential magnitude of the national enrollment, and it was found that in Iowa an even larger percentage of the population will be adults and/or retired. It is suggested that if Iowa is successful in adapting its educational enterprises, the nontraditional learner will not only be well-served but will have become the traditional learner by the year 2000. (LBH)

(769)

ED 125 619

Hamilton, I. Bruce

The Third Century; Postsecondary Planning for the Nontraditional Learner. A Summary.

Iowa State Higher Education Facilities Commission, Des Moines.

Pub Date May 76

Note—14p.; For related document, see HE 008 097

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Delivery Systems, Educational Facilities, *Educational Needs, *Educational Opportunities, External Degree Programs, Higher Education, Policy Formation, *Post Secondary Education, *Statewide Planning, *Surveys, University Extension

Identifiers—*Iowa, Iowa Higher Education Facilities Commission

The Iowa Higher Education Facilities Commission and the Office of New Degree Programs designed a study with five missions: (1) to identify who the nontraditional learners are and define their learning needs; (2) to inventory all of the unusual educational services already in place; (3) to recommend ways of informing the public more fully about opportunities that now exist; (4) to determine what additional or alternative educational delivery systems might be needed; and (5) to evaluate a proposal for a new type of degree program which was put forward in 1973. Survey instruments were used to conduct a statewide, demographically-based interview field poll, along with an extensive interview system and reviews of similar studies. Extensive results and recommendations were reported. It was concluded that results show that the post secondary institutions in Iowa are excellent, numerous, and of high quality, but heavily oriented to the traditional, full-time younger person who is embarking upon his or her career. However, as the demand for on-campus study decreases, resources must be gradually reallocated to accommodate mature learners. (HAB)

(770)

ED 127 857

Chickering, A. W.

A Conceptual Framework for Educational Alternatives at Empire State College.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Apr 76

Note—76p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Characteristics, Adult Programs, *Adult Students, Bibliographies, College Role, *Curriculum Design, Degree Requirements, *Educational Alternatives, Educational Demand, Educational Quality, *Higher Education, Performance Based Education, *Psychological Characteristics

Identifiers—*Empire State College

Empire State's 1976 Master Plan called for focus on providing educational alternatives for the increasingly diverse students at the college. It was decided to design programs to fit the students, which raised two problems concerning educational standards: criteria for performance and degree definitions. This report discusses the coordination of adult development and college development. Major dimensions of adult development are identified: ego development; intellectual development; interpersonal style; moral and ethical development; and development of social interest and of purpose. Potential contributions from academic disciplines are described in the fields of philosophy, literature, drama, history, and science. A 43-item bibliography is included. (LBH)

(771)

ED 127 933

Gross, Ronald

Higher/Wider/Education; a Report on Open Learning.

Ford Foundation, New York, N.Y.

Pub Date Jun 76

Note—31p.

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, *Educational Innovation, Educational Television, Experimental Programs, *Extension Education, External Degree Programs, Grants, Higher Education, Home Study, Individualized Instruction, Instructional Systems, Open Education, *Post Secondary Education, Private Financial Support, Regional Programs, Television Research, *University Extension

Identifiers—*Ford Foundation

New forms of postsecondary education such as television colleges, contract learning programs, universities without walls, external degree programs, and education brokers have emerged to complement traditional adult and vocational education programs. New patterns and programs contribute to the open learning movement in higher education and offer major alternatives to traditional undergraduate instruction for many young and older students. Some of the undertakings of the Ford Foundation in this field include the University of Mid-America; the University Without Walls; Empire State College in New York; the New York Regents External Degree Program; the Regional Learning Service pioneering in education brokerage; and research projects in costs, evaluation, and dissemination of information about open learning experiences. (CH)

(772)

ED 130 636

Cavert, C. Edward, Comp.

Forum 76; a Modern Chautauqua. Proceedings of the National Conference on Open Learning and Nontraditional Study (3rd, Lincoln, Nebraska, June 15-17, 1976).

University of Mid-America, Lincoln, Nebr.

Pub Date 76

Note—203p.

Available from—Conference Director, University of Mid-America, P.O. Box 82006, Lincoln, Nebraska 68501 ($7.50; cassette audio tapes of most sessions are $5.00 per session)

Document Not Available from EDRS.

Descriptors—Adult Education, Communications, Communication Satellites, Conference Reports, *Continuous Learning, Cost Effectiveness, Educational Alternatives, *Educational Technology, Educational Television, External Degree Programs, Government Role, *Higher Education, Management, Media Research, *Open Education, Organization, Program Evaluation, Quality Control, Telecommunication

Identifiers—Public Broadcasting Service, Public Service Satellite Consortium

This third national conference on open learning and nontraditional study attempted to demonstrate cooperative efforts across the country and to show how open learning and nontraditional study relate to unified efforts to achieve common goals. Topics discussed at the conference included: (1) the national overview, (2) military training programs, (3) the future of open learning, (4) quality of instruction, (5) problems of isolated learners, (6) program evaluation, (7) adult development, (8) management, (9) planning and marketing, (10) the Public Broadcasting System, (11) the Public Service Satellite Consortium, (12) communications technology, (13) organizational patterns, (14) the federal role, (15) research, and (16) discussions of individual programs. (EMH)

(773)

ED 131 884

Stevens, Mary A.

The Effectiveness of "Study Unlimited" in Serving New Student Populations in the Community.

Pub Date 15 Nov 76

Note—63p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Community Education, Demography, *Extension Education, Instructional Media, Interinstitutional Cooperation, *Junior Colleges, *Outreach Programs, *Public Libraries, *Student Characteristics

Identifiers—Black Hawk College, Nontraditional Students, River Bend Library System (Illinois)

This study evaluates the effectiveness of Study Unlimited, an off-campus instructional program cooperatively offered at area public libraries by Black Hawk College and the River Bend Library System (Illinois), in serving "new" student populations (adults over 25, males employed full-time, housewives, ethnic minorities, and adults attending college part-time) by removing the barriers of time and location. Study Unlimited offers regular college credit courses on a variable-entry, self-paced basis by use of instructional media. Demographic characteristics of the Study Unlimited (SU) population are compared to those of the general college and the college district. Results show that SU students were older than the general college population, 82% of the SU students were part-timers, over 65% were employed, over 61% were married, over 46% were new to Black Hawk College, over 57% were females, and there were no racial/ethnic group differences in distribution between SU students and the general college population. While the SU students differed somewhat from the college district population, notably in terms of ethnic group membership, they were similar in terms of sex, employment, and marital status. A bibliography is appended. (JDS)

(774)

ED 134 141

Mayer, Anne S. And Others

Non-Traditional Study, The Public Library Approach: Research Study Group for the Development of an Integrated Common Data System. Final Report.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.

Pub Date Sep 76

Grant—G007500743

Note—118p.; For related document, see ED 126 936

Available from—College Entrance Examination Board, 888 Seventh Avenue, New York, N.Y. 10019

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education Programs, Adult Learning, *Independent Study, Information Services, Library Planning, *Library Programs, Library Role, Library Services, National Programs, Pilot Projects, *Program Evaluation, Program Planning, *Public Libraries, Surveys, Use Studies

This is part 2 of a report on the adult independent learning program issued by the Office of Library Independent Study and Guidance Projects of the College Entrance Examination Board, and nine participating public libraries. The framework of the evaluation and its application is detailed, and the aggregate results presented include profiles of learners, services, institutions involved, and communications. The evaluation leads to policy considerations of service feasibility, service demand and cost, data systems' effectiveness at the individual library level, and recommendations for dissemination of this approach. It is found that the project generated increased attention to the need for providing more and better quality services to adults through the public library, and that it demonstrated the successful integration of the Learner's Advisory Service with program planning and evaluation management. It also led to the formation of the Consortium for Public Library Innovation. It identified the conditions which must be met for the Learner's Advisory Service to succeed as well as the background and training requirements associated with designing, modeling and implementing the service. Appendices to the report contain descriptions of advisory and information support services, and copies of the data collection forms and recording instructions. (WBC)

(775)

ED 144 459

Doyle, Richard J. Yantis, John

Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date 77

Note—18p.

Available from—Dr. Richard J. Doyle, Institute for Personel and Career Development, Rowe Hall, 128N, Central Michigan University, Mount Pleasant, Michigan 48859

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Cognitive Development, Continuing Education Centers,

Continuing Education Units, *External Degree Programs, *Higher Education, Memory, Prediction, Problems, Program Length, Retention, Retention Studies, *Schedule Modules, *Scheduling, Student Attitudes, Teacher Attitudes, Units of Study

Identifiers—*Institute for Personal and Career Development MI

Intensive scheduling has been shown to be an effective educational medium. The Institute for Personal and Career Development at Central Michigan University has developed an external degree program for adults that uses various innovative approaches including intensive scheduling. Several scheduling patterns are offered. A number of studies have directly and indirectly investigated various aspects of intensive scheduling. The results of these studies are presented and include those concerning short-term cognitive changes, retention of material learned, student and faculty attitudes, problems with intensive scheduling, and predictions that can be made on the basis of the data presented. Suggestions of areas for further study are given. (JMF)

(776)

ED 147 557

Alternatives for Lifelong Learning in Minnesota: The Nonformal Educational Sector. Final Report.

Minnesota State Planning Agency, St. Paul

Pub Date May 77

Note—133p.; Best copy available

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Adult Basic Education, Agencies, Area Studies, Business, Civics, Community Agencies (Public), *Continuous Learning, Demography, Educational Research, *Enrollment, General Education, Health Education, *Individual Development, Inservice Programs, *Job Training, Local Government, *Nonformal Education, Post Secondary Education, Private Agencies, *Program Descriptions, Public Schools, Religious Organizations, Rural Areas, Social Agencies, State Agencies

Identifiers—*Minnesota

A study was conducted in a single four-county region in Minnesota to determine the nature and extent of nonformal education, or educational programs designed for people who have completed secondary education (or who are beyond the compulsory school age) and which are offered by any institution or agency outside the traditional postsecondary institutional sector (business, citizens associations, government agencies, labor unions, mass media, professional organizations, private social agencies, community education programs). Data relative to 1974-75 was collected only for those education activities which were of three hours or longer, and which had as their goals occupational and career advancement or intellectual and interpersonal development. Data was collected by on-site visits and through background research. Implications of the study revealed that (1) living in a rural area constitutes a barrier to continuing education; (2) a greater proportion of learning experiences are available in occupationally related fields than in personal development and basic education areas; (3) more inservice training opportunities are available in professional or managerial areas than in other types of jobs; (4) many providers in the nonformal sector maintain mutual communication and planning relationships; and (5) most providers reported a need for information and assistance relative to a more complete network of all educational providers, staff training in instructional methods, decision making concerning programs, and implementation of continuing education activities. This report of the study presents information according to two schemes: by the nature of the content of educational offerings provided and by the nature of the provider. An essay on nonformal education and a brief demographic sketch of the region studied are also included. (SH)

(777)

ED 154 658

Shulman, Carol Herrnstadt

Implementing Experiential Learning for Adult Students. ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 78

Note—5p.

Available from—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Access to Education, *Adult Students, *Educational Assessment, *Experiential Learning, Higher Education, *Intellectual Experience, Literature Reviews, *Nontraditional Students, Portfolios (Background Materials), Social Experience, *Work Experience

Identifiers—*Educational Outcomes, Information Analysis Products, Memphis State University TN

Current developments in experiential learning, especially as it applies to adult learners, are discussed. Experiential learning is defined as "prior learning (which is) those nonacademic life or work experiences that students have acquired before formal contact with the institution and for which they desire recognition in the form of credits towards a degree." Prior learning assessment procedures are examined with emphasis placed on the portfolio assessment procedure, which involves eight tasks: (1) establishment of method by institutions for assisting the student in returning to school and introducing him or her to the experimental learning concept; (2) identification by students of their prior learning experience, through such techniques as resumes, autobiographies or a chronicle of work, social, and personal experiences; (3) identification by students of their learning outcomes and expressing them in ways that can be measured; (4) articulation of prior learning outcomes by the student; (5) documentation of experiences and outcomes by the student, (6) measurement of the experiential learning outcomes by the institution; (7) judgment of prior learning outcomes by college; and (8) evaluation and recording of prior learning outcomes by the college. An example of a portfolio assessment procedure at the Memphis State University's University College is provided. Cost considerations are also discussed. (SPG)

(778)

EJ 169 030

Adult Students in the University Without Walls

Eldred, Marilou Denbo; Johnson, Jeffrey N., *Journal of General Education*, v29 n2, pp81-8, Sum 77

*Adult Students, *Student Attitudes, *Program Descriptions, *Student Characteristics, *Student Evaluation Of Teacher Performance, *Higher Education, Questionnaires, Bachelors Degrees, [*University Without Walls], [Minnesota University]

Briefly describes the University Without Walls program at the University of Minnesota, the adult students who are enrolled, and a report on how these students assess some of their experiences in the program. (Author/RK)

5700 CONTINUING EDUCATION IN THE PROFESSIONS

(779)

ED 114 585

Ellis, Robert H. And Others

A Workshop on Continuing Education for the Professional.

Rensselaer Polytechnic Inst. of Connecticut, Hartford.

Pub Date Jul 75

Note—84p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, Adult Learning, Career Planning, Educational Objectives, *Professional Continuing Education, Program Evaluation, *Workshops

Identifiers—*Hartford Graduate Center

An examination of the Hartford Graduate Center was the focus of a workshop designed to: (1) study its goals for continuing education programs for working professionals, (2) analyze a proposed approach for accomplishing these goals, and (3) assess how the knowledge and resources of continuing education can be most effectively used. Participants considered areas of human conditions, learning environments, and technical resources as they influence the ongoing graduate-level education of professionals. The report is divided into two sections: workshop discussions and excerpts from group discussions, and observations and suggestions for action. The workshop discussions are arranged according to eight interrelated topics: the role of the Hartford Graduate Center, determining what should be learned, professional career planning, adult learners, managers of learning resources, media and delivery systems, top management and continuing education, and measuring and evaluating learning. Each discussion is comprised of a summary statement and selected statements from the recorded comments of the participants. A synthesis of findings and conclusions about the center, the center's program, the faculty, the learner, and cooperation with industry are provided in the latter section. A list of participants, statement of goals of the center, and a workshop prospectus and agenda are appended. (Author/EC)

(780)

ED 128 742

Roberts, Betty H.

Middle-Aged Career Dropouts: An Exploration.

Pub Date Oct 75

Note—20p.; Paper presented at the Annual Meeting of the Gerontological Society (28th, Louisville, Kentucky, October 26-30, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adults, *Career Change, *Dropouts, *Middle Aged, Occupational Guidance, Older Adults, *Professional Occupations, Research Projects, Speeches, *White Collar Occupations

Identifiers—*Midlife Career Change

This research deals with the phenomenon of the successful middle-aged careerist who drops out of his occupation into an alternate life style. These people are considered a subset of the growing numbers who change occupations in midlife, despite continuing success in their chosen career. There is some exploration of the philosophical and practical meaning for society of such practice. The research uses data obtained through interviews with 40 people who had dropped out of their careers. The research attempts to provide a composite picture of the dropout: his motivations for dropping out; his pre-dropout situation and personality; his present concerns and status; and the process of dropping out. The author notes that for these people values appear to have become less extrinsically centered--for example, money has become less important than autonomy; status less important than self-expression. Contrary to the author's expectations, the dropout is neither an "impulsive" nor a relatively high-risk-taking individual. There are two ways of viewing the phenomenon--either as a threat to society or as a benign act; both approaches are examined. (NG)

(781)

ED 132 307

Walling, Harry G., Jr.

A Study of Postsecondary Continuing Education Needs of Human Service Agency Personnel in Northeastern New York State.

State Univ. of New York, Albany. Coll. of General Studies.

Spons Agency—Office of Education (DHEW),

Washington, D.C.
Pub Date May 76
Note—4p.; For a related document see ED 121 951
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, *Community Agencies (Public), *Educational Interest, *Educational Needs, Educational Research, Human Services, *Nonprofessional Personnel, Post Secondary Education, Professional Continuing Education, *Professional Personnel, Public Service Occupations, *Social Agencies
Identifiers—New York

Three hundred and forty individuals, employed at 32 randomly selected human service agencies, completed a questionnaire to determine the educational needs of an estimated 3,000 employees of 159 human service agencies in the four county Capital District of New York State. Analysis of the data indicated that human service agency personnel in the Capital District (1) are typically younger than 40 years of age, (2) are two-thirds female, (3) graduated from college within the past 10 years, and (4) are highly motivated to enroll in continuing education courses, particularly those which are scheduled one night per week. The Respondent Profile is presented in Tables 1 through 6, and data on Interest and Participation in Continuing Education in Tables 7 through 14. Tables 15 through 21 identify skill areas in which human service agency personnel would like to take courses, the times and location at which they would like to take them, how much they would be willing to pay for them, and a variety of additional data. (WL)

(782)
ED 135 322
Trivett, David A.
Continuing Education for the Professions. ERIC/Higher Education Research Currents.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date Feb 77
Note—5p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Bibliographies, Certification, *Continuing Education Units, Employment Qualifications, Engineering Education, Engineers, Health Occupations, Literature Reviews, Medical Education, Needs Assessment, Personal Interests, *Professional Continuing Education, *Professional Education, *Professional Occupations, *Professional Personnel, *Professional Training, Psychologists, Technological Advancement

Continuing education for professionals (CEP) may be defined as the formal or informal training an individual professional undertakes after the end of his basic professional education. Despite the implicit relationship between professionalism and CEP, continuing education has long been a tangential concern in the study of professional education. As it is, CEP is a complex phenomenon with different forms of organization, varying methods of delivering instruction, and numerous methods for acquiring financial support. Many professions have shown an interest in improving CEP, and there is some awareness that the original professional education will have to be planned with continuing education in mind. New recognition of the need for CEP to serve several purposes (changing licensure regulations, technological advances, and changing personal goals as well as professionalism) is apparent in such fields as psychology and engineering, and its importance is recognized in medicine as well. Programs underway suggest that future CEP efforts will focus on techniques by which individuals can assess needs and prescribe learning activities by evaluation of their own practice. Also in the wings is more debate over the question of legally mandated CEP. (An extensive bibliography is included.) (Author/MSE)

(783)
ED 136 761
Mabry, Melissa
Problems and Programs in Continuing Professional Education. Working Paper No. 1.
Medical Library Association, Chicago, Ill.
Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.
Pub Date 74
Grant—NIH 5-R01 LM 13257-02
Note—94p.; For related documents, see IR 004 545-549
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Organizations (Groups), *Professional Associations, *Professional Continuing Education, *Program Development

The role of the professional in society and problems and advantages of professional education are examined. Summarized in the report are some of the literature concerning factors which influence the form and content of continuing education for professionals; and attention is directed to the implications of this literature for program development by the Medical Library Association. The advantages and disadvantages of continuing education programs developed by business and industry, unions, associations, and the federal government are discussed. The writer feels that the most effective agency for coordinating the activities of these various sponsors of continuing education programs is the professional association. (Author/AP)

(784)
EJ 137 468
Evaluation and Reward Systems for Continuing Education and Extension Professionals: A National Review Brambiett, Larry R.; Flewellen, W. C., Jr., *NUEA Spectator*, v40 n23, pp9-12, Mar 76
*Professional Continuing Education, *Extension Education, *Adult Educators, *National Surveys, *Professional Recognition, Professional Personnel, Evaluation Methods, Tables (Data)

A national survey was developed by the College of Business Administration of the University of Georgia to review current procedures utilized by 110 institutions of higher education in evaluating and rewarding their extension professionals. Results from the 80.91 percent response rate are presented, with tables. (LH)

(785)
EJ 172 244
The 1976 AECT Member Opinion Survey: Continuing Education Needs Molenda, Michael; Cambre, Marjorie, *Audiovisual Instruction*, v22 n8, pp58-61, Oct 77
*Surveys, *Professional Continuing Education, *Educational Technology

Survey findings confirm that AECT members are sensitive to the need for continuing education in the rapidly developing field of educational technology. Preferred topics and methods of study (workshop, correspondence, publication, article) were explored. (Author/STS)

5750
Engineering, Architecture

(786)
ED 113 172
Klus, John P Jones, Judy A.
Engineers Involved in Continuing Education: A Survey Analysis.
American Society for Engineering Education, Washington, D.C.
Pub Date 75
Note—102p.
Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D. C. 20036 ($5.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Education, Educational Research, Engineering Education, *Engineers, Occupational Surveys, *Professional Continuing Education, Professional Occupations, Science Education, Statistical Surveys, *Surveys
Identifiers—Research Reports

This work is one of a series of monographs on the improvement of engineering education. This particular study was designed to determine: (1) the extent of individual engineers' involvement in continuing education; (2) factors pertaining to job success; and (3) what relationships may exist between the two. The population surveyed included all persons with a bachelor's or higher degree in engineering who were working in an engineering area. Data were obtained by means of a questionnaire. Six factors related to an engineer's success were chosen as dependent variables: (1) years with present company; (2) present job satisfaction; (3) salary increases and promotions; (4) salary with respect to age; (5) salary with respect to job responsibilities; and (4) salary with respect to age and job responsibilities. A list of independent variables were chosen to indicate two types of continuing education: those types which can be measured by participation in programs, and other types which are highly individualized and cannot be measured by participation in programs. Chi square statistics revealed 21 significant relationships between the dependent and independent variables; these findings are discussed at length in the report. Also included are the questionnaire, accompanied by its cover letter, and complete tabulations of individual questionnaire item results. (MLH)

(787)
ED 127 989
Sjogren, Douglas Anal Others
Studies on the Use of Extramural Videopublished Materials in Continuing Education. Final Report.
Colorado State Univ., Ft. Collins. Dept. of Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Aug 76
Grant—NSF-HES-75-19854
Note—97p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Audiovisual Aids, *Engineering Education, Evaluation Criteria, *Experimental Programs, *Extension Education, Instructional Materials, Instructional Media, Post Secondary Education, Professional Continuing Education, *Program Evaluation, Success Factors, Telecommunication, University Extension, *Video Tape Recordings
Identifiers—Colorado State University, Engineering Renewal and Growth, ERG, Videobased Short Courses

The Engineering Renewal and Growth (ERG) program at Colorado State University (CSU) was designed for continuing education of engineers. The program used videotapes and coordinated written materials to deliver instruction to the practicing engineer. Courses were leased to individual students or industries in which students worked. The courses were taken for continuing education units, not regular college credit, and instructional staff at CSU monitored student progress. Program evaluation was conducted by monitoring the program as a whole and assessing evidence on course effectiveness and quality. Issues related to students, faculty, the university, administration, and budgets were examined. Evaluation of the program showed that while the first year of ERG was modest, there was no financial barrier to growth. (CH)

(788)
EJ 177 938
The Role and Objectives of Continuing Education in Engineering Al-Nasari, S. A., *Higher Education*, v7 n1, pp67-70, Feb 78
*Professional Continuing Education, *Engineering Education, *Educational Objectives, *Technical Education, *Manpower Development, Higher Education, Foreign Countries, Governance, Course Evaluation, College Role, [Iraq]

It is proposed that every technical university or other institution of higher technical education should establish a strong office or department responsible for providing courses of continuing education. A summary of the objectives appropriate to continuing education of engineers is presented along with methods of their control and evaluation. (Author/LBH)

(789)

EJ 179 696
Continuing Education in Engineering Technology
Education Hays, Robert, *Engineering Education*, v67 n8, pp779-81, May 77
*Educational Finance, *Engineering Education, *Faculty, *Professional Continuing Education, *Technical Education, Adult Education, Engineering Technology, Post Secondary Education, Science Education, Surveys
Examines continuing education with respect to its importance, relationship to degree programs, financing, teaching opportunities, and compensation possibilities. The surveyed institutions recognize continuing education as an important and significant faculty activity and also suggest the need to further explore the financial and compensatory aspects of such a program. (MA)

5850
Medicine and Health

(790)

ED 115 251
Butler-Paisley, Matilda And Others
Using ATS-6 for Continuing Medical Education and Health Care in Appalachia.
Applied Communication Research, Stanford, Calif.
Spons Agency—Veterans Administration, Washington, D.C.
Pub Date 1 Apr 75
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Communication Satellites, Computer Assisted Instruction, Delivery Systems, Films, Health Programs, *Hospital Personnel, *Medical Education, Medical Services, Medicine, *Professional Continuing Education, Rural Clinics, Statistical Data, *Telecommunication, Television, Video Tape Recordings
Identifiers—Advanced Technology Satellite, *Appalachia, ATS 6
Ten Veterans Administration hospitals in Appalachia participated in five biomedical communication experiments using the Advanced Technology Satellite (ATS-6). Material was collected and evaluated by both questionnaires and interviews with the medical staff of the 10 hospitals. The five experiments were conducted in the areas of: (1) video seminars, (2) grand rounds, (3) teleconsultation, (4) out-patient clinics, (5) computer-assisted instruction. The programs studied and the hospitals participating in the satellite experiment are appended. A 7-item bibliography is included. (Author/DS)

(791)

ED 115 998
Rudov, Melvin H. Skillings, Sally
Credentialing of Health Care Professionals: Its Costs and Some Alternatives for HSA [Health Services Administration].
Transaction Systems Inc., Atlanta, Ga.
Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md.
Report No—HSA-74-9-20; PB-243-066
Pub Date Mar 75
Note—131p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-066, MF $2.25, HC $5.75)
Document Not Available from EDRS
Descriptors—Adult Education, *Certification, Credentials, *Estimated Costs, Federal Programs, *Government Employees, Health Occupations Education, *Health Personnel, Health Services, Military Personnel, Professional Associations, *Professional Continuing Education, State Licensing Boards
Identifiers—Health Services Administration, *Relicensing
The report contains requirements and practices in credentialing and recredentialing of health professionals by States and by professional societies. It begins with an overview of the health care components of the Health Services Administration (HSA). Credentialing needs and four types of credentialing activities are discussed: basic or initial credentialing (graduation, certification/registration, licensing), advanced credentialing (formal education, work experience, examination for specialties), credentialing maintenance (renewal by fee, continuing education, re-examination/re-certification), and other credentialing activities (lapses, staff privileges). Information on the four types of credentialing activities, including requirements and actual practices, is given for more than 20 categories of health providers. Credentialing activities of the United States Public Health Service, Army, Navy, Air Force, and Veterans Administration are reviewed. Costs are projected for HSA support of all future credentialing and recredentialing requirements for health care providers employed by HSA. Conclusions are related to payment of these costs by HSA. An 88-item reference list is included. (NTIS)

(792)

ED 121 808
McKenzie, Leon R. Puetz, Belinda E.
The Indiana Statewide Plan for Continuing Education in Nursing. Formative Evaluation.
Indiana Univ., Indianapolis. School of Nursing.
Pub Date Jan 76
Note—143p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage
Descriptors—*Adult Education, Data Collection, Evaluation Criteria, *Formative Evaluation, *Nurses, Program Effectiveness, State Programs
Identifiers—*Indiana State Plan Continuing Education Nursing
The Indiana Statewide Plan for Continuing Education in Nursing (ISPCEN) was implemented to establish a structure for coordinating resources, data, and personnel which would provide quality continuing education for registered and licensed practical nurses in Indiana at the regional level, ultimately leading to the opportunity for nurses in every region of Indiana to maintain competence, meet the changing standards of practice developed by the profession, exercise leadership effecting changes in health delivery services, and achieve career satisfaction. Two questions were foremost in the minds of the evaluators as they designed the evaluation procedure: (1) To what extent has ISPCEN made an impact on the active nurses in Indiana? (2) To what extent is ISPCEN accomplishing the tasks relevant to its goals and objectives? In chapter 2 the design of the formative evaluation is delineated, the nature and scope is outlined, the criteria questions utilized in the evaluation are displayed, and the source of data and techniques for data collection are identified. In chapter 3 each of 16 criteria questions are displayed together with the data that respond to the question. Chapter 4 records the recommendations made by the external consultant and the project director of ISPCEN. Both see the condition of ISPCEN as healthy, productive, effective, efficient, and promising. (RC)

(793)

ED 123 047
Ponzo, Kathryn M. LeNoir, Linda
A Demonstration Model for Needs Analysis Utilizing the Professional Activity Study and a Questionnaire for Nurses in Region II of Indiana.
Goshen Coll., Ind.; Indiana Univ., South Bend.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date May 75
Note—86p.; Prepared by Continuing Education in Nursing Program
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—*Adult Education, Attitudes, *Curriculum Development, Educational Research, Evaluation, *Medical Education, Needs, *Nursing, *Questionnaires
Identifiers—Research Reports
The purpose of this study was to research needs analysis, one of the basic components of planning an educational offering for practitioners in nursing. Also demonstrated was an application of the knowledge relative to needs analysis within nursing continuing education. Needs analysis refers to a systematic assessment of what the potential participants want and/or need relative to their continued learning. A demonstration study which would include both felt and real needs was devised. The model consisted of the Professional Activity Study (PAS) and a questionnaire which was administered to nurses in four hospitals. The major finding was that a high priority in PAS and a high priority in the questionnaire could bring together the needs of the institution and the nurses into one program. (LS)

(794)

ED 133 483
Gray, Madelaine S.
A Project to Develop a Methodology to Establish Standards of Job Performance and Continuing Education Opportunities for Maintaining Competency of Occupational Therapists. AOTA Continuing Competency Project. Final Report.
American Occupational Therapy Association, Rockville, Md.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date Aug 76
Contract—NO1-AH-44116
Note—485p.
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—*Certification, Evaluation Criteria, Health Occupations, Health Occupations Education, Job Analysis, *Job Skills, Occupational Information, *Occupational Therapists, Performance Based Education, Post Secondary Education, *Professional Continuing Education, *Standards
The purpose of this project was to develop a methodology to establish standards of job performance and continuing education opportunities for maintaining competency of occupational therapists. The report contents include (1) Statement of the Problem (The Need for Re-Certification, Problems in the Design of the Re-Certification Program, and the American Occupational Therapy Association (AOTA) Continuing Certification Program); (2) Purpose and Scope of the Project; (3) Methodology for Establishing Standards of Job Performance in Specialty Practice Areas (Problems Encountered, Evaluation of the Methodology, and Recommendations for Revision and Refinement of the Methodology); (4) Methodology for Establishing Relevant Continuing Education Programs (Problems Encountered, Evaluation of the Methodology, Potential Applicability of the Methodology for Other Health Care Professions); and (5) Summary and Conclusions (Implications of the Contract Results and Analysis and Identification of Needs for Further Study). The appendixes include (1) AOTA Continuing Certification Program, (2) Project Time-Table, (3) AOTA Data Questionnaire (1973), (4) Task Force Members and Consultants, (5) Delineation of Roles and Functions in the Five Specialty Areas, (6) Selected Bibliography on Performance Evaluation and the Development of Standards, (7) Packet of Information on Peer Review, (8) Sample Data Abstract Form Used in Chart Audit Study, (9) Standards of Job Performance in the Five Specialty Areas, (10) Data Abstract Forms for Chart Audit/Record Review, (11) Knowledge and Skills Required of an Advanced Level Occupational Therapist Practicing within the Specialty Area of Mental Health, (12) A Self-Study Program for the Occupational Therapist as a Mental Health Practitioner, and (13) The OATA Proposed Continuing Education Plan. (HD)

(795)

ED 139 995
Mazmanian, Paul E.
A Model (Based upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs.
Pub Date Apr 77
Note—21p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977); Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Data Analysis, Data Collection, Data Processing, *Educational Needs, Medical Education, *Models, *Needs Assessment, *Organizational Theories, *Professional Continuing Education, *Systems Concepts
Identifiers—University of Michigan
This paper suggests that since continuing professional educators must address the ever present gap between new knowledge and practitioner competence, accurate identification and prioritization of practitioners' educational needs

must be maintained on a continuous basis. Describing an adult education agency as an open system whose output depends on its input, the paper presents an educational needs assessment model employed by the Office of Continuing Medical Education, University of Michigan Medical Center. In addition, the paper defines educational needs based on Bradshaw's concept of felt, expressed, comparative, and normative sources and Knox's need appraisal model; describes data collection techniques for defined need areas; describes development of a coding system and transformation of data into packaged usable form; outlines applicability of the educational needs assessment model to other continuing professional education programs; and discusses limitations of the model. Charts and diagrams are included in the body of the paper and a bibliography appears at the end. (Author/LMS)

(796)

ED 142 834

Griffin, Winifred H.

Florida Nurses Association. A System of Continuing Education for the Registered Nurse in Florida. Making the System Work.

Florida Nurses Association, Orlando.

Spons Agency—Florida Regional Medical Program, Tampa.; Public Health Service (DHEW), Arlington, Va.

Pub Date 75

Note—226p.; Best copy available

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Continuing Education Units, Demonstration Programs, Educational Needs, *Instructional Systems, Models, *Nursing, Post Secondary Education, *Professional Continuing Education, *Program Development, Program Evaluation, Program Planning, Records (Forms), Regional Programs, State Programs, *Statewide Planning

Identifiers—*Florida

Following a situational analysis of the status of continuing education (CE) of registered nurses (RNs) in Florida, a series of activities were undertaken to implement the findings of this analysis and foster a statewide system of CE for RNs. These activities were designed to meet the following eight operational objectives: (1) To increase communication and cooperative planning in decisionmaking between the official and professional leaders involved in health delivery and CE of RNs at the State, regional, and local levels; (2) to replicate the study on "Perception of Learner Needs" (conducted during the aforementioned situational analysis) on a stratified random sample drawn from Florida's RN population; (3) to develop guidelines for identification of advanced nursing content in the five areas of nursing practice, and to apply these to program review; (4) to plan programs with and for CE program planners based on findings of learner needs and advanced guidelines; (5) to study and recommend a mechanism for recording CE units earned by nurses; (6) to explore the role of the State Board of Nursing in CE for RNs; (7) to develop and test a regional model system of CE for RNs; and (8) to conduct five regional feedback conferences related to the model system of CE for RNs. (This report discusses in considerable detail the activities, findings, and recommendations relative to each operational objective.) (EM)

(797)

ED 143 297

Lemon, Frank R. And Others

Continuing Education Practices and Interests of KMA Physicians.

Kentucky Univ., Lexington. Coll. of Medicine.; Ohio Valley Regional Medical Program, Lexington, Ky.

Pub Date [77]

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Certification, Clinical Experience, *Continuing Education Units, *Educational Attitudes, Higher Education, Hospital Personnel, Medical Associations, *Medical Education, Occupational Surveys, *Physicians, *Professional Continuing Education, Self Evaluation, State Surveys, Student Costs

Identifiers—*Kentucky Medical Association

In early 1972, a survey was taken of the continuing education attitudes, practices, and related needs of Kentucky physicians. A representative sample of 305 Kentucky Medical Association (KMA) members was interviewed by telephone, with 86 percent giving complete responses. A profile of KMA physicians was developed. It was ascertained that there is much involvement in continuing education, although 78 percent of the respondents found themselves unable to participate in formal continuing education as much as desired. There is a strong preference for medical-center-based programs (for clinical programs as opposed to medical care delivery programs) and for self-assessment endeavors. A surprisingly high percentage favor continuing education as a prerequisite to continued membership on hospital staff or in KMA, to specialty recertification, or even to reinsurance. A great majority believe that physicians should bear the costs of their continuing education. (Author/MBE)

(798)

ED 150 316

Relationships of Academia, Professions and Agencies. Continuing Education in Mental Health.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 77

Grant—1-T15-MH14098

Note—46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agencies, Agency Role, College Role, *Educational Coordination, Educational Problems, Educational Resources, Educational Responsibility, Financial Support, *Higher Education, Human Services, Institutional Role, *Mental Health, Needs Assessment, *Professional Associations, *Professional Continuing Education, Program Guides, Program Planning, Teaching Methods

These guidelines for relationships of academia, professions, and agencies in mental health were developed for persons responsible for conducting professional continuing education programs in mental health. Following a brief introduction and definitions of terms, content is presented in six sections covering the following areas, respectively: (1) the relative responsibilities of professional schools, professional societies, and mental health agencies in providing professional education in mental health, (2) the strengths and weaknesses of academia in continuing education regarding clinical education, teaching methodologies, awarding of credits, assessing needs, scheduling of programs, evaluation, sponsorship and joint use of faculty, and funding, (3) continuing education in professional societies and professional society mandates for continuing education, including their strengths and weaknesses in assessing needs, planning programs, instruction, and funding, (4) continuing education in mental health agencies, focusing on their advantages and disadvantages in assessing needs, planning programs, agency sanctions, instruction, and funding, (5) issues in continuing education in mental health, such as planning and arranging programs, didactic versus experiential instructional methods, credentialing, evaluation, single disciplinary versus interdisciplinary programs, academic rigor versus pragmatism, assessing demand versus need, voluntary versus mandatory continuing education, and funding by fees versus funding by regularly budgeted funds, and (6) the coordination of continuing education in mental health. Finally, a summary concludes these guidelines. (EM)

(799)

ED 150 318

Preparing Community Caregivers: Continuing Education in Mental Health.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Continuing Education Branch.

Pub Date 77

Grant—1-T15-MH14098

Note—48p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Financial Support, *Human Services, *Mental Health, Mental Health Programs, Needs Assessment, *Professional Continuing Education, Program Administration, Program Design, Program Evaluation, Program Guides, *Program Planning

This publication was developed to provide guidelines for persons conducting continuing education programs for community mental health caregivers. (This would include persons primarily involved in the delivery of health, educational, and social welfare services who also are involved in the psychosocial functioning of their clients.) Following a brief introduction and definition of terms, content is presented under the following categories: (1) sanctions of the continuing education endeavor by both the educational provider's and the community caregiver's organizations, (2) methods of needs assessment, (3) setting program objectives, (4) program design, (5) instruction and the learning process, (6) the arrangements and promotion for a continuing education program, (7) program evaluation and accreditation, (8) financing programs, and (9) program administration. (EM)

(800)

ED 158 368

Continuing Education of Health Personnel. Report on a Working Group (Dublin, Ireland, October 18-21, 1976).

World Health Organization, Copenagen (Denmark). Regional Office for Europe.

Report No—ICP/HMD-029

Pub Date 77

Note—30p.; Not available in hard copy due to poor reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, Educational Needs, Foreign Countries, Health Education, Health Occupations Education, *Health Personnel, *National Programs, *Program Evaluation, *Program Improvement, Public Health, *Systems Development

Identifiers—Europe

Twenty-two members, drawn from different sectors of health service and educational systems of seventeen countries, comprised a working group of the World Health Organization (WHO) which was organized to consider the development of national systems of continuing education for the health professions. The working group first set out to define continuing education and health personnel. The concept of competence as the purpose of continuing education was then discussed, and existing patterns of continuing education in all the countries were reviewed. The working group accepted the systems approach to continuing education as the most advantageous and endorsed a model which contains a seven-step process. (These seven steps include identifying problems, establishing standards, analyzing performance, determining causes, establishing educational programs, reviewing performance, and moving or recycling.) To accomplish this approach, the group delineated several organizational and educational tasks. In conclusion, the working group reviewed and endorsed the specific recommendations made to the WHO in 1973 by the Expert Committee on Continuing Education for Physicians. (BM)

(801)

EJ 134 867

INA-CERP: The Review Process Shine, Elizabeth; Prerichs, Marian, *Journal of Continuing Education in Nursing*, v7 n1, pp40-3, Jan/Feb 76

*Professional Continuing Education, *Nurses, *Program Descriptions, *Program Proposals, *Evaluation Methods, Selection, State Programs, [*Continuing Education Recognition Program, CERP, Illinois Nurses Association, INA]

The article describes the Illinois Nurses' Association Continuing Education Recognition Program (INA-CERP), a voluntary system which provides credit for approved course offerings and an official record of continuing education achievements for individual nurses. The program's administrative staff and the method of processing programs for credit approval are discussed. (MS)

(802)

EJ 137 487

Self-Esteem and Career Aspirations Among Nurse Participants of Continuing Education Burgess, Gloria R., *Journal of Continuing Education in Nursing*, v7 n2, pp7-12, Mar/Apr 76

*Self Concept, *Self Esteem, *Surveys, *Role Perception, *Nurses, Participant Characteristics, Professional Continuing Education

Results of a study to determine the level and relationship of self-esteem and career aspirations among a total sample of 503 nurse participants of

continuing education are presented. An overview of other studies regarding the self-concept of nurses is also included. (LH)

(803)

EJ 138 286
Continuing Education from Medical Periodicals Currie, Bruce F., *Journal of Medical Education*, v51 n5, pp420, May 76
*Higher Education, *Medical Education, *Physicians, *Professional Continuing Education, *Periodicals, Medicine, Information Sources, Surveys, Educational Research, Reading Habits
A survey of physician-reading decisions for 120 medical periodicals along a publication penetration scale (to scan, to read, to file) showed that three-fourths of the periodicals are scanned and slightly less than half read to some extent. Specialties, type of practice, and teaching responsibilities influence reading decisions. (JT)

(804)

EJ 139 071
Continuing Education--A Reality for the Rural Nurse Beebe, Mary E.; Eirite, Rosemarie, *Journal of Continuing Education in Nursing*, v7 n3, pp5-7, May/Jun 76
*Professional Continuing Education, *Rural Areas, *Nurses, *Program Development, *Educational Needs, *Workshops, Program Planning, Surveys, Program Descriptions, Program Costs
A successful series of workshops was planned and implemented in a rural area of Michigan where travel distances and lack of financial support from health care agencies were barriers to continuing education. Data obtained from a survey of 150 nurses identified priority subject areas and resource persons. (MS)

(805)

EJ 142 487
Self-Directed and Other-Directed Continuing Education: A Study of Nurses' Participation Clark, Kathleen M.; Dickinson, Gary, *Journal of Continuing Education in Nursing*, v7 n4, pp16-24, Jul/Aug 76
*Professional Continuing Education, *Continuous Learning, *Nurses, *Occupational Surveys, *Adult Learning, Nursing, Educational Research, Learning Characteristics, Independent Study, Educational Attitudes
The findings of the 1974 study indicated that all nurses surveyed (in Vancouver, Canada) participated in some kind of continuous learning, and more participated in self-directed learning (reading and using audiovisual resource materials) than in group-oriented programs with an instructor. Motives, attitudes, and socioeconomic characteristics were influential. (Author/AJ)

(806)

EJ 149 825
Accreditation of Continuing Education: The Nurse in Practice Donahoo, Clara, *Journal of Continuing Education in Nursing*, v7 n5, pp18-20, Sep-Oct 76
*Nursing, *Accreditation (Institutions), *Professional Continuing Education, *Evaluation Criteria, Academic Standards, Educational Needs, Post Secondary Education, State Standards
Examines the pros and cons of accreditation of continuing education programs in the field of nursing. (WL)

(807)

EJ 157 219
A Survey of Medical School Continuing Education Programs Mason, Jack L.; Kappelman, Murray M., *Journal of Medical Education*, v52 n4, pp341-2, Apr 77
*Professional Continuing Education, *Medical Schools, *Physicians, *Continuing Education Centers, *National Surveys, Higher Education, Program Evaluation, Specialization, Hospitals, Program Costs
Findings are reported from a survey of all U.S. medical school continuing education departments. The following attributes appeared to have a relationship to most programs: target group specialty; locale of presentation, cost per instructional day, method for identifying educational needs, and sponsor's rationale for program effectiveness. (LBH)

(808)

EJ 158 217
How Nurses Perceive Mandatory Continuing Education Miller, Jan; Rea, Deanna, *Journal of Continuing Education in Nursing*, v8 n1, pp8-15, Jan-Feb 77
*Medical Education, *Professional Continuing Education, *Nurses, *Educational Attitudes, Adult Education, Nursing, Educational Research, Higher Education, [*Illinois, *Compulsory Education]
Describes a study involving the distribution of a questionnaire to 30 nurses in northern Illinois to determine the extent of their participation in voluntary continuing education and to determine their attitudes toward mandatory continuing [illegible]ation. (WL)

(809)

EJ 158 219
Hawaii Nurses Express Continuing Education Needs and Preferences Winters, Beverly; And Others, *Journal of Continuing Education in Nursing*, v8 n1, pp30-36, Jan-Feb 77
*Nursing, *Professional Continuing Education, *Educational Needs, *Educational Interest, *Staff Improvement, Educational Research, Higher Education, [*Hawaii]
Describes a survey involving 1,604 registered nurses, (1,573 females and 9 males) living in Hawaii, to determine their continuing education needs and preferences. It is noted that findings, part of which are presented in charts showing subjects' preferences and educational backgrounds, will help faculty plan continuing education offerings for nurses with varied educational backgrounds and living in all areas of the State. (SH)

(810)

EJ 159 130
Preliminary Evaluation of a Hospital-Based Continuing Education Workshop on Death and Dying Durlak, Joseph A.; Burchard, Joyce A., *Journal of Medical Education*, v52 n5, pp423-4, May 77
*Medical Education, *Professional Continuing Education, *Physicians, *Death, *Helping Relationship, *Diseases, Program Evaluation, Patients (Persons), Workshops, Anxiety, [Eisenhower Army Medical Center]
A systematic, preliminary evaluation of the impact of a death and dying workshop on participants' attitudes toward life and death is described. Results were statistically significant for one measure (fear of death) in the expected direction but not for two others (attitudes toward life and anxiety about death). (LBH)

(811)

EJ 160 059
Evaluation of a Continuing Education Workshop for Inservice Educators Del Bueno, Dorothy, *Journal of Continuing Education in Nursing*, v8 n2, pp13-16, Mar-Apr 77
*Program Effectiveness, *Effective Teaching, *Inservice Teaching, *Research Projects, *Inservice Programs, *Nursing, Workshops, Program Evaluation, Professional Continuing Education, Post Secondary Education
A report of an advanced workshop for inservice directors in which they designed, implemented, and evaluated a research project to determine the effectiveness and efficiency of a particular inservice offering given in their agencies. Summaries of seven participants' project reports are included. (WL)

(812)

EJ 163 835
The Role of Continuing Education in Promoting Research in Practice Diers, Donna, *Journal of Continuing Education in Nursing*, v8 n3, pp54-62, May-Jun 77
*Professional Continuing Education, *Nursing, *Clinical Experience, *Research Needs, Medical Services, Skill Development, Nurses, Medical Education, Continuing Education Units, Post Secondary Education
The needs for research in nursing practice and for continuing education in clinical nursing are discussed in this paper presented at the 1976 National Conference on Continuing Education in Nursing. (MF)

(813)

EJ 169 212
A Model Relating an Adult in a Job, Interests and Needs, and Continuing Education Hammer, Victoria Behl, *Journal of Continuing Education in Nursing*, v8 n5, pp15-23, Sep-Oct 77
*Adult Education, *Models, *Educational Needs, *Learning Motivation, *Job Satisfaction, *Adults, Professional Continuing Education, Individual Needs, Personal Interests, Needs Assessment
A model is presented which relates the adult in a job to that adult's interests and needs as viewed by the individual and others. The meeting or nonmeeting of these interests and needs is then related to the continuing education process and what effect that has on the individual's job. (Author)

(814)

EJ 169 233
Should Continuing Education Be Required? Views of Allied Health Professionals Conine, Tali A., *Journal of Allied Health*, v6 n4, pp34-39, F 77
*Professional Continuing Education, *Educational Attitudes, *Health Personnel, *Adult Education, *Educational Needs, Educational Research, Financial Support, Professional Personnel, State Surveys, Post Secondary Education, [*Allied Health Occupations], [Indiana]
Views of 989 allied health professionals regarding their continuing education preferences were analyzed. A significant majority believed that continuing education is necessary and should be voluntary. The expressed preference was not related to the professional's specialty field or demographic, educational, or employment characteristics. (EM)

(815)

EJ 180 872
Setting Up and Operating Outreach Centers for Continuing Education in Nursing McGill, Clo; Molinaro, Linda, *Journal of Continuing Education in Nursing*, v9 n1, pp14-8, Jan-Feb 78
*Professional Continuing Education, *Nursing, *Program Planning, *Program Development, *Program Evaluation, *Program Administration, University Extension, Outreach Programs, Personnel Selection, Regional Programs, [Texas]
Outlines and describes the five basic steps used in Texas to set up and operate an outreach center for continuing education in nursing. These steps consist of the following: (1) establish and clear policies with administration of sponsoring institution, (2) select outreach center personnel, (3) select advisory committee, (4) plan program offering content, and (5) evaluate overall program. (EM)

(816)

EJ 180 873
Determinants of Continuing Nursing Education Edelstein, Ruth R. Greenberg; Bunnell, Margaret, *Journal of Continuing Education in Nursing*, v9 n1, pp19-24, Jan-Feb 78
*Nurses, *Professional Continuing Education, *Program Planning, *Learning Motivation, *Educational Needs, *Program Attitudes, Surveys, Needs Assessment, Educational Interest, Educational Attitudes
To ascertain the specific determinants that should be considered when instituting continuing nursing education programs, a survey of nurses was conducted. Based on 425 responses, seven determinants were identified, including the need to do prestigious work, interest in increasing one's knowledge base, and special needs related to the employing institution. (EM)

(817)

EJ 188 874
A Study of Nurses' Attitudes toward Mandatory Continuing Education for Relicensure Larocco, Susan; Polit, Denise F., *Journal of Continuing Education in Nursing*, v9 n1, pp25-35, Jan-Feb 78

*Educational Attitudes, *Professional Continuing Education, *Educational Interest, *Demography, *Nurses, Surveys, Educational Background, Educational Needs, Age Differences, Professional Associations

Two hundred twenty-nine nurses were surveyed to determine their attitudes toward mandatory continuing education (MCE) for relicensure. The findings, based on 115 responses, indicated that the majority of respondents were supportive of MCE. Also, nurses belonging to the American Nurses Association (ANA) were more likely to favor MCE than non-ANA members. (EM)

(818)

EJ 180 875
Evaluations of a Continuing Nursing Education Program and Its Implications Arney, William Ray, *Journal of Continuing Education in Nursing*, v9 n1, pp45-51, Jan-Feb 78

*Program Evaluation, *Professional Continuing Education, *Nursing, *Knowledge Level, *Pretesting, *Post Testing, Birth, Neonates, Program Improvement, Participant Satisfaction

Describes a pretest/posttest scheme used to evaluate the impact of a continuing nursing education program on the participants' knowledge of the perinatal content covered. To complement this program-centered evaluation, an evaluation from the program participants was also obtained. Discusses the results of this evaluation and their implications. (EM)

(819)

EJ 183 698
Effect of Continuing Medical Education on Practice Patterns Talley, Robert C., *Journal of Medical Education*, v53 n7, pp602-3, Jul 78

*Professional Continuing Education, *Physicians, *Medical Care Evaluation, *Medical Treatment, Higher Education, Program Evaluation

Data are reported suggesting that a change in practice patterns did occur subsequent to a continuing medical education program. Twenty-eight physicians took a course in pulmonary artery pressure monitoring and followup surveys indicate its objectives were met. (LBH)

5900 Education

(820)

ED 128 295
Certification Renewal Through Staff Development.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date Apr 76
Note—55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Guidelines, *Inservice Programs, *Inservice Teacher Education, Needs Assessment, Performance Criteria, *Professional Continuing Education, *State Standards, Student Needs, *Teacher Certification, *Teacher Improvement, Teaching Skills
Identifiers—Georgia

This publication is a collection of supportive material to aid educational personnel in planning programs for staff development and improvement. It is the result of an effort in 1973 by the Georgia Teacher Education Council's committee on staff development to devise a plan that would allow local agencies to: (1) identify student needs and the competencies needed by educational personnel to meet those needs; and (2) plan training activities for teachers, administrators, and other school personnel to prepare them to meet the identified needs. Out of this effort, Georgia's educational community was able to clarify its position on improving education, and the concept of continuous improvement of education personnel was formulated. This concept was further developed to incorporate three beliefs: (1) that the direction of local staff development ought to be determined largely by the needs of the local students; (2) student achievement is greatly affected by the competencies of teachers and principals; and (3) the continued certification of educational personnel ought to be based on how well they demonstrate proficiency in the competencies needed for student improvement in an actual educational setting. All of these staff development efforts culminated in the development of a set of standards for certification renewal. The discussion of these standards is the heart of this publication. Included with the statement of the standards are: (1) the operational definitions of several pertinent terms not directly defined in the statement of standards; (2) a discussion of each standard with suggestions for implementation; (3) a suggested developmental timeline; and (4) references to relevant resources that might aid in the planning and implementation of a similar program. (MM)

(821)

ED 128 346
Koff, Robert H. And Others
Illinois Policy Project: Accreditation, Certification, and Continuing Education. Task Force Reports.
Illinois State Office of Education, Springfield.; Roosevelt Univ., Chicago, Ill. Coll. of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 76
Contract—400-76-0018
Note—201p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Academic Achievement, Academic Standards, Accountability, *Accreditation (Institutions), Administrative Policy, Administrator Education, Consumer Protection, Economics, Government Role, *Policy Formation, *Professional Continuing Education, Professional Education, Professional Personnel, Social Values, *State Standards, Teacher Behavior, *Teacher Certification, Teacher Education
Identifiers—Illinois

This report presents results of a policy study which examined and made recommendations concerning professional education certification, program approval, and continuing education for school-based personnel in Illinois, and voluntary professional education accreditation at the national level. The recommendations are the work of three task forces, which were organized according to charges to make recommendations on policy issues relating to (1) national professional education accreditation and state program approval; (2) certification of school based personnel; and (3) continuing education of certificated school personnel. The recommendations provide for modifications in state law and administrative policy. There are implications for changing policy and procedures concerning accreditation at the national level. An overview of the context and the policy issues reviewed is presented. Context areas include: federal, state, and local government authority; changing social values; the national economy and related factors; political influence; accountability and consumer protection; research issues and evaluation problems; and legal issues relating to tests of employment and professional licensing. Significant attention is directed to the problems associated with determining the nature of the relationship between teacher behavior and pupil learning achievement. (JMF)

(822)

ED 132 891
Smith, Albert B.
Faculty Development and Evaluation in Higher Education. ERIC/Higher Education Research Report No. 8, 1976.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date 76
Note—85p.
Available from—Publications Departments, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*College Faculty, Educational Development, *Evaluation, Faculty, Faculty Evaluation, *Higher Education, Job Development, Peer Evaluation, *Professional Continuing Education, *Program Descriptions, Programs, Self Evaluation, Skill Development, Student Evaluation of Teacher Performance, Teacher Improvement
Identifiers—*Growth Contracting

The position taken in this paper is that the distinction usually made between faculty evaluation and faculty development is not altogether valid. In most cases, these two programs share the goal of the improvement of college teaching, as well as sharing many programming elements, policies, and procedures. This research focuses on the extent to which currently proposed models of faculty development and evaluation have been implemented in higher education. It also reviews some of the current research on student, colleague, administrator, and self-evaluation of college teachers. Four faculty development and three faculty evaluation programs illustrate the dynamic nature of current programs, and one program attempts to combine the two concepts into "growth contracting." (Author/MSE)

(823)

ED 134 547
Exploring New Directions in Teacher Education. Experiments in the Preparation and Training of Teachers in Asia.
Asian Centre of Educational Innovation for Development, Bangkok (Thailand).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date 76
Note—251p.
Available from—UNESCO Regional Office for Education in Asia, Bangkok, Thailand ($10.50)
Document Not Available from EDRS.
Descriptors—Agricultural Education, *Case Studies, Developing Nations, *Developmental Tasks, Educational Change, *Educational Innovation, Equal Education, *Foreign Countries, Health Education, Inservice Teacher Education, Nonformal Education, Resource Centers, Rural Education, Social Change, *Teacher Education
Identifiers—*Asia, India, Iran, Japan, Korea, Malaysia, Nepal, Philippines, Singapore, Thailand

The twenty case studies presented in these reports are examples of experiments in Asian nations which have been conducted as specific responses to local problems in teacher education. The materials, originally presented in a 1975 conference of the Asian Centre of Educational Innovation for Development, are organized into three basic subject areas: (1) linking teacher education to national development tasks; (2) linking teacher education to equalizing educational opportunities; and (3) institutional and professional development in teacher education. Participating authors presented studies from India, the Philippines, Thailand, Nepal, Iran, Korea, Singapore, Malaysia, and Japan. (MB)

(824)

ED 138 779
McNergney, Robert F.
Assessing Perceived Needs for Training Preservice Teachers, Inservice Teachers and Other Educational Personnel in Cooperative Teaching Centers.
Pub Date Apr 77
Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Concept Formation, Cooperating Teachers, *Formative Evaluation, *Helping Relationship, *Individual Development, Inservice Programs, *Needs Assessment, Preservice Education, *Professional Continuing Education, Skill Development, *Teacher Centers

The purposes of this study were: to measure the perceived needs for skill training of student teachers, public school teachers, and other educational personnel involved in teaching center activities; to see if some of these needs related to the same underlying concepts; and to profile individual teaching centers according to some of these underlying concepts or factors. Results in-

dicated that subjects felt needs for training in individualizing, stimulating communication, emphasizing affective growth and expression, supervision, and evaluation. Implications of the findings for supporting responses to individual teaching centers are discussed. (Author/JD)

(825)

ED 137 292

McKeagen, Hugh F.

Curriculum Development and Inservice Education in British Teacher Centers.

Bucknell Univ., Lewisburg, Pa.

Pub Date Apr 77

Note—21p.; Paper presented at meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Analysis of Variance, Comparative Education, *Curriculum Development, *Inservice Programs, *Inservice Teacher Education, Professional Continuing Education, Program Design, *Program Evaluation, *Teacher Centers

Identifiers—England

The objectives of this study are to determine the relationship of curriculum development and inservice activities in British teacher centers under real and ideal conditions, the effects of selected organizational variables on centers, and the degree of teacher involvement in programs. Data were collected from 58 teacher center directors and from visits to 18 centers. Priorities for curriculum and inservice activities differed significantly under real and ideal conditions. Work with individual teachers or schools was favored over national projects. Teacher involvement was related to certain center characteristics and other factors. Implications for the United States are discussed. (Author)

(826)

ED 137 302

Wilson, Marian L.

Variables Related to the Professional Growth of Teachers.

Pub Date 77

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Development, Individual Development, *Inservice Teacher Education, Participant Involvement, *Personal Growth, *Professional Continuing Education, *Self Actualization, Teacher Associations, *Teacher Improvement, *Teacher Motivation, Teacher Participation

The basic assumption underlying this study is that teacher involvement in professional growth activities would lead to improvement in knowledge and result in a change in practices. The objectives comprising the major focus of the inquiry were to measure and analyze professional involvement; to assess the degree of professional commitment of the respondents; to determine if a relationship exists between professional involvement and professional commitment, and to determine the relationship of teaching experience to professional involvement and professional commitment. A questionnaire was mailed to a random sample of 200 teachers. Five professional involvement variables were ranged in order of complexity. The lowest level was membership in a professional organization, and in ascending scale: participation in professional activities, informal activities, and knowledge implementation of exemplary curriculum practices. The highest rank was given to implementation of new curriculum practices. Results indicate that participation in professional growth activities results in greater commitment and change in practice on the part of teachers. (JD)

(827)

ED 142 556

Interim Evaluation Report for the Special Project, "A Continuing Education for Special Education Administrators."

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—129p.; For related documents, see ED 106 523 and SP 011 388

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Administrator Education, Evaluation Methods, *Performance Based Education, Performance Based Teacher Education, *Professional Continuing Education, *Program Evaluation, Questionnaires, *Special Education, Summative Evaluation

This interim report of the evaluation activities during the first year of a special project on continuing education for special education administrators outlines the major activities of the first year. These goals were: (1) development of performance objectives in the areas of fiscal management, personnel management, and program development; (2) the development of institutional materials for each of these three areas; and (3) the design and conduct of three workshops, each of which covered one of the three areas. The report is divided into four sections: (1) Evaluation of Process-Management Activities; (2) Evaluation of First Year Workshops; (3) Problems and Recommendations; and (4) Report Summary. Section 2 consists of three subsections, each covering one of the three workshops conducted during the first year of the project. The report indicates that the project accomplished its first-year activities on schedule and that participants' reactions to the workshops were favorable. Problems confronted during the year and their solutions are discussed. Appendixes present sample questionnaire forms, workshop participant evaluation forms, and forms for comments on the part of workshop participants. (JD)

(828)

ED 143 625

Harris, Shirley A.

The Teacher Center in Illinois: A Different Way to Grow. Bulletin No. 7421.

Upper Midwestern Region Interstate Project, Madison, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—68p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Continuing Education Centers, *Formative Evaluation, Improvement Programs, *Individual Development, Inservice Teacher Education, Interinstitutional Cooperation, Interprofessional Relationship, Professional Continuing Education, Teacher Behavior, *Teacher Centers, *Teacher Education, Teacher Workshops

Identifiers—*Illinois

In this study teacher centers are explored as one successful approach to professional inservice training. A descriptive study of one teacher center and the observed behaviors of the teachers involved is presented as an example of the problems faced by a typical center and how they are overcome. Practical questions of developing a teacher center, funding, and evaluating its success in meeting the needs of those involved are discussed. The study concludes with an examination of the issues involved in the development of teacher centers and possible resolutions of these issues. Included in the appendixes are a list of Illinois teacher centers and a resource guide to articles on teacher centers. (JD)

(829)

ED 147 310 95

Koff, Robert H. And Others

Commissioned Papers of the Illinois Policy Project: Accreditation, Certification and Continuing Education.

Spons Agency—Illinois State Office of Education, Springfield.; National Inst. of Education (DHEW), Washington, D.C.; Roosevelt Univ., Chicago, Ill. Coll. of Education.

Pub Date Sep 76

Contract—400-76-0018

Note—213p.; For related documents, see SP011 995 and ED128 346

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Accreditation (Institutions), *Conference Reports, *Educational Policy, *Policy Formation, *Professional Continuing Education, *Teacher Certification

The papers contained in this document were commissioned for presentation to the Illinois Project on Accreditation, Certification, and Continuing Education, designed to define issues, analyze procedures, and make recommendations to the Illinois State Board of Education and a national audience of educators and policy makers. Two papers (Armstein, Wiley and Gore) review current issues in accreditation and certification at the national, state, and interstate levels, and outline topics for future investigation. These papers were prepared for submission to the Phase One Conference devoted to the identification and articulation of policy issues. The Florio paper summarizes results of that conference, detailing the sub-issues in each of the major areas of concentration. Phase Two of the Project involved the formation of three task forces to explore issues defined in Phase One and make policy recommendations concerning those issues to the Illinois State Board of Education, and other interested publics. Three papers (Bentz, Hazard, and Stiles) were commissioned for this phase, and they help to clarify for task force members the background information on accreditation/program approval, certification, and continuing education within the social, legal, and political policymaking arenas in which they exist. Phase Three of the Project consisted of a national dissemination conference coinciding with the final draft recommendations and reports of the three task forces. Comments at the Dissemination Conference prompted the commission of the Levin paper, which examines, in detail, a variety of economic variables affecting accreditation certification and continuing education. In addition it describes procedures that can be taken to carry out the accreditation/program approval functions from a cost-utility analysis perspective. (MJB)

(830)

ED 156 288

Weichenthal, Phyllis B. And Others

Professional Development Handbook for Community College Part-Time Faculty Members.

Illinois Univ., Urbana. Coll. of Education.; Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date Jun 77

Note—142p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Faculty Development, Faculty Evaluation, Guidelines, Inservice Teacher Education, Instructional Improvement, *Junior Colleges, Manuals, *Needs Assessment, *Part Time Teachers, Professional Continuing Education, Program Administration, Program Evaluation, *Program Planning

The first of the five major sections of this handbook describes it as a whole and suggests an approach to its use. The second section serves as a guide to planning by drawing attention to the need for executive commitment to programs for part-time faculty members, the need for a key administrative coordinator, the value of support from deans and division heads, and the critical role played by the faculty planning committee; suggesting procedures for planning meetings; and emphasizing the use of needs assessment and evaluation within the planning framework. The third section offers a descriptive approach to needs assessment which clarifies terms, developmental procedures and alternative approaches to planning professional development activities. The fourth section reviews evaluation of programs and activities in terms of questions to be considered in an evaluation design such as why evaluate, what issues should be addressed (program outcomes, administration, processes and personnel, suggestions for future programs), what resources are available, how is information collected, how are findings analyzed, and how are findings reported. The final section contains a plan for supervision of part-time faculty members, and a number of programs, resources, and services useful to faculty professional development. A working paper, "Characteristics of Effective Instructors and Implications for Part-Time Faculty Members", and bibliography are appended. (Author/TR)

(831)

EJ 181 185

An Investigation of the Continuing Education Plans and Interests of Elementary Classroom Teachers Dykstra, Robert; Ryan, Frank L., *College Student Journal*, v12 n1, pp31-9, Spr 78

*Elementary School Teachers, *Professional Continuing Education, *Research Skills, *Edu-

cational Needs, *Educational Interest, *Teacher Workshops, Research Projects, Elementary Education

A questionnaire to assess teacher preferences for continuing education offerings was distributed to 355 randomly selected elementary school teachers in a large metropolitan area. Educational background influenced interest in research skills and in examining new materials and instructional strategies, but not interest in discussing educational ideas and issues. (Author)

5920
Adult Education

(832)

ED 116 020

Kreitlow, Burton W. *Kreitlow, Doris J.*

External Evaluation of Project ACT.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—113p.; For related documents, see CE 005 932; For the 1974 External Evaluation, see CE 005 615

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Adult Educators, Educational Programs, *Evaluation Methods, Organizational Development, *Program Administration, Program Effectiveness, *Program Evaluation, Regional Programs, *Staff Improvement, Systems Development

Identifiers—*Project ACT, Region 8

Third party evaluation of Project ACT (Adult Competency Training), a United States Office of Education staff development project in Region 8, has examined the achievement of the project's goal of developing a self-generating and self-supporting adult staff development system, thus helping adult educators to become better prepared to serve their clients. The evaluation design includes an examination of internal documents and individual interviews with policy board members, administrators, supervisors, and participants. Findings are arranged under four headings, discussing: (1) documents, examining all project documents from 1973-75 in terms of objectives, structure, and achievements; (2) policy board, examining perceptions of role, outcomes, judgments, objectives, evidence, and decision making; (3) administrators and supervisors, listing interview questions and responses; and (4) other findings, including data on advisory boards, questionnaires, staff perceptions, and follow-up on previous recommendations. A numerated summary of findings includes the following statements: the purpose and objectives of the project have remained constant; very little change has occurred in Board member perceptions; administrators and supervisors consistently rate the project highly; and there is no consistency in advisory board organization throughout Region 8. Eleven tables supplement the discussion. (LH)

(833)

ED 116 021

Project ACT VIII Wrap-Up Report.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Aug 75

Note—20p.; Photographs will not reproduce in microfiche; For related document, see CE 005 931

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Adult Educators, Educational Programs, Individualized Instruction, Information Services, Program Administration, *Program Descriptions, *Regional Programs, *Staff Improvement, *Training

Identifiers—*Project ACT, Region 8

Project ACT (Adult Competency Training) was a United States Office of Education staff development project in Region 8 from 1972 to 1975, implementing a self-generating and self-supporting staff system to help adult educators become better prepared to serve their clients. The project served Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming through a policy board, with two representatives from each State; strategy boards, within each State; and a central administrative staff. Major components were developed and are described: Individualized Training Programs (ITP's), developing adult educator competency in specific areas through self-directed study aided by literary and audiovisual resource materials from ACT; Regional Resource Teams (RRT's), involving various adult educators from the six States as consultants and trainers for other adult educators in the region; learning modules and project documentaries, providing audiovisual aids, exercises, and bibliographies as resource materials; and Project Act Resource Information System (PARIS), employing computer-based data management techniques to make literary and audiovisual materials, and information regarding training sites and resources available to adult educators. It is hoped that funding will be provided to continue the major project components. (LH)

(834)

ED 118 836

Holt, Dean A.

Faculty In-Service Training Pilot Program. Evaluation.

Maryland Univ., College Park. Univ. Coll.

Spons Agency—Catonsville Community Coll., Md.; Office of Education (DHEW), Washington, D.C.

Pub Date 19 Mar 75

Note—62p.; Not available in hard copy due to marginal reproducibility of original document; A part of the Maryland Community Services and Continuing Education Project

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, *Adult Educators, Community Colleges, *Inservice Teacher Education, Program Descriptions, Program Design, *Program Evaluation, Teacher Workshops

Identifiers—*Andragogy, Community Services Continuing Education Project, Maryland

The document presents an evaluation of a faculty inservice training project of the Maryland Community Services/Continuing Education (CS/CE) Project, which was designed with the purpose of acquainting adult teachers in community colleges with the principles of andragogy, by way of a series of workshops. Part 1, Background, discusses the formation and activities of the task force which designed and sponsored the training. Part 2, Design, describes and evaluates the workshop sessions. Evaluation Data are presented in Part 3 and discussed with relation to the efficacy of the design, the degree to which people retained content material, their impressions of the concept of andragogy, and attempts to implement andragogy. Part 4, Issues, focuses on the various issues revealed by the project, including aspects of workshop design, audience, expectations, replication and/or transferability of content, staffing, alternatives, and andragogy as content. Positive conclusions about the project are briefly discussed in the last part.

(835)

ED 120 380

HEW Region II Staff Development Project: Final Report 1972-1975.

Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date 75

Grant—OEG-0-72-1442

Note—91p.; For first year report, see ED 101 160; For second year report, see ED 102 346

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—Adult Basic Education, *Adult Education Programs, *Adult Educators, Developmental Programs, Educational Objectives, *Management Development, Performance Based Teacher Education, Professional Continuing Education, Regional Planning, Regional Programs, *Staff Improvement, State Departments of Education, *State Programs, Teacher Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New Jersey, New York, Puerto Rico, Virgin Islands

The final report of the Health, Education, and Welfare (HEW) Region II Adult and Continuing Education Staff Development Project, administered by Montclair State College, synthesizes the project's efforts for regionalization of staff development for New Jersey, New York, Puerto Rico, and the Virgin Islands. Chapter 1 covers administrative structure, with the Coordinating Council as the key element and equal partnership granted to State directors of adult education and project staff. Chapter 2 covers regional project office activities, which have been categorized under: regional training, technical assistance, information sharing/dissemination, and coordination. The next four chapters describe the staff development activities of New Jersey, New York, Puerto Rico, and the Virgin Islands, in terms of objectives, major results, and recommendations. A concluding chapter summarizes the overall project impact: increased commitment to ongoing staff development by the State departments, improved system of intra-regional communication, a recognized leadership role in competency-based teacher education as applied to adult basic education, increase in staff development staff in Puerto Rico and the Virgin Islands, and increased cooperation between New Jersey and Puerto Rico in expanding and establishing adult education graduate programs. (EA)

(836)

ED 131 184

Grabowski, Stanley M.

Training Teachers of Adults: Models and Innovative Programs. Occasional Papers. Number 46.

National Association for Public Continuing and Adult Education, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—78p.

Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Educational Programs, Inservice Programs, Instructional Innovation, Literature Reviews, Needs Assessment, *Professional Training, Program Design, Program Planning, *Teacher Education, Teacher Qualifications, *Teaching Models

This paper reviews and analyzes the literature dealing with training teachers of adults. Existing exemplary training programs and practices are identified and described, enabling practitioners to choose alternative models and programs for practice. Contents include: Need for the study; search of literature, needs of teachers; identified desirable teacher competencies; kinds of teacher training programs described in the literature; description of models in the literature; models for planning and developing in-service programs for training teachers of adults; and examples of programs and practices in the field. Appendix A presents, in a 15-page chart, a priority order of statements describing adult basic education teacher competency; Appendix B describes the methodology of the report. (Author/WL)

(837)

ED 131 278

Sica, Morris G.

Teacher Training Project in Adult Basic Education. September 1975 through August 1976.

California State Univ., Fullerton.

Spons Agency—California State Dept. of Education, Los Angeles.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—88p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Educators, Core Courses, Course Descriptions, *Curriculum Evaluation, Higher Education, Inservice Teacher Education, *Preservice Education, Program Evaluation, *Teacher Education Curriculum

Identifiers—California, California State University Fullerton

This annual report is an evaluation of an adult basic education teacher training project at

California State University in Fullerton in which 5 core courses and 10 elective mini-courses were offered to 25 participants who would eventually be certified as instructors and to interested inservice personnel in Orange County and adjacent areas. The principal thrust of the project was to offer practical courses in methodology of instruction appropriate to the needs of adults with limited English-speaking ability and to those who are economically and/or socially disadvantaged. Chapter 1 describes the model for the program evaluation. Chapter 2 describes the overall plan for the project, including a brief assessment of its accomplishments as of the date of presentation of the interim evaluation report, January 15, 1976. Chapter 3 describes the program in action. Descriptions of core courses are given in detail along with analyses of the relationship of topics and other course components to the potential accomplishment of course objectives. Specific recommendations are made in this chapter. Chapter 4 focuses on presentation and analysis of statistical data to discern the outcomes of the project based on 26 competencies which were designated as the specific goals of the project. Conclusions indicate that based on assessments of competencies at the beginning and the end, 22 of the 23 students who completed the program successfully attained the criterion level of performance. The appendix contains an illustrative course evaluation questionnaire, competency self-assessment scale, attitude scale, and instructor and course evaluation forms. (WL)

(838)
ED 131 304
McClellan, Virginia B.
A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
Report No—VT-103-272
Pub Date [75]
Note—101p.; Page 18, containing a diagram of the Model of an Effective Adult Educator, may not reproduce well due to faint, broken type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Educational Research, Questionnaires, Statistical Analysis, Surveys, Teacher Qualifications, *Teaching Skills, Technical Education, Vocational Education
Competencies of an effective adult educator were identified by surveying a sample of administrators, coordinators, and instructors in the Wisconsin vocational, technical, and adult education system and a sample of adult educators at the University of Wisconsin-Stout. The tabulated results are reviewed in tables with the median and interquartile range given for the two groups of respondents. Results are presented by the adult educator competency areas of program planning, instruction, relationship with adult learner, relationship with peers and community, program coordinating, and evaluation. Also presented are results of a comparison of this study with a pre-existing one in adult educator competency identification done by the University of Northern Iowa. A model of an effective adult educator appears in narrative and graphic form. One-half of the report consists of appendixes which contain cover and followup letters, survey instruments, a list of adult educator competencies identified by Malcolm S. Knowles, cover letter and sample instrument used in the University of Northern Iowa Survey, and the questionnaire used at the Illinois Vocational Teachers Education Competencies Conference. (NJ)

(839)
ED 142 790
Spear, George E., Ed.
Adult Education Staff Development: Selected Issues, Alternatives and Implications.
Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 76
Grant—OEG-73-5213
Note—107p.; Some parts may be marginally legible due to print size of the original document
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Adult Education, Adult Educators, Agency Role, *Federal Programs, Information Dissemination, Information Networks, National Programs, Needs Assessment, Performance Based Teacher Education, Regional Programs, Resource Centers, *Staff Improvement, State Departments of Education, *Teacher Education, Teacher Educators
Identifiers—Office of Education, United States
Based on the experience of 10 separate regional projects in the program in adult educator staff development promulgated by the U.S. Office of Education (1972 to 1975), this publication contains a series of position papers, each of which presents an aspect of the 3-year experience. Some chapters are descriptive of a particular emphasis and/or design of an overall staff development effort (e.g., needs assessment, training trainers, and State department inservice education); others deal more directly with essential aspects of adult staff development programing as experienced by one or more regions. The contents are divided into four parts: Part I, Adult Educator Staff Development; Part II, Adult Educator Training; Part III, State Educational Agency Involvement; and Part IV, Systematic Diffusion of Adult Staff Development. An epilogue summarizes the outcomes of the endeavor and speculates on the future of a national system for the development of professional adult education. Three pages of references follow. (BL)

5930
Libraries, Museums, Information Science

(840)
ED 116 710
Katz, Ruth M. John, Jane
Training of Library Personnel in Remote Areas (The ACCESS Videotape Project). Final Report, and Study Guide.
Denver Univ., Colo. Graduate School of Librarianship.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Bureau No—L0072JA
Pub Date Oct 75
Grant—OEG-0-74-7305
Note—77p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Curriculum Development, Experimental Programs, Information Needs, Librarians, *Library Education, Library Services, Professional Continuing Education, Program Evaluation, Public Libraries, Questionnaires, *Rural Education, Video Cassette Systems, Video Tape Recordings
Identifiers—Project ACCESS Videotape
The ACCESS video tape series was designed as continuing education for librarians working in public libraries in rural areas of the Rocky Mountain and Plains states. Twelve documentary style and four panel shows were produced. A study guide supplemented the video material and included program outlines and further discussion suggestions. All tapes were produced on quadruplex masters of commercial broadcast quality. For field testing and evaluation purposes, 3/4" color cassettes were used. Conclusions were: (1) there is a definite need for library continuing educational materials; (2) a production-oriented staff member should be involved in proposal development to determine costs, equipment needs, and staffing patterns; (3) high start-up costs can be overcome by cooperative production of groups of programs; and (4) production of future packages should be centered in locations which possess experienced personnel and production capabilities. (Author/NR)

(841)
ED 119 621
Martin, Allie Beth Duggan, Maryann
Continuing Education for Library Staffs in the Southwest; A Survey and Recommendations.
Texas Univ., Austin. Graduate School of Library Science.
Spons Agency—Southwestern Library Association, Stillwater, Okla.
Pub Date 75
Note—157p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage
Descriptors—Interinstitutional Cooperation, *Librarians, Library Cooperation, *Library Education, Library Surveys, Library Technicians, *Professional Continuing Education, Program Planning, Questionnaires, Regional Programs
Identifiers—CELS, Continuing Education for Library Staffs Southwest
In 1973 a study was made to determine needs and objectives for Continuing Education for Library Staffs in the Southwest (CELS). First background information was gathered on the expressed needs for the study and on activities at the national and regional levels as well as in library schools and other professions. Then a questionnaire was administered to a sampling of state library agencies, library associations, library schools, and individual libraries. The questionnaire was designed to help determine patterns of existing continuing education activities, identify major needs, and develop a program to meet regional needs. Analysis of the data showed that continuing library education programs were fragmented and without coordination. Specific needs were identified, along with some barriers to effective coordinated programs. The major recommendation growing from the study was that the Southwest Library Association assume responsibility for developing a continuing education program for the library community in the Southwest cooperatively with state, regional, and national groups; library schools; employing institutions; and individuals. This program was developed in great detail and many of its components have been put into operation. Appendixes contain working papers for the study and information on existing programs. (Author/LS)

(842)
ED 136 754
Sage, Mary
Continuing Library Education: An Interdisciplinary Approach.
Metropolitan Washington Council of Governments, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 76
Note—197p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Budgeting, *Communications, Consumer Protection, *Demonstration Projects, Interagency Cooperation, *Interdisciplinary Approach, *Library Education, Library Planning, Personnel Management, *Professional Continuing Education, Program Evaluation, Public Relations, Supervisory Training, Workshops
Six workshop modules were planned and conducted as a demonstration project for the development of an interdisciplinary continuing education program for librarians. Module subjects were: (1) communications techniques, (2) advertising and public relations, (3) personnel administration, (4) consumer protection information, (5) planning and budgeting, and (6) supervisory skills. These workshops were designed to provide factual information and practical experience through a variety of instructional formats, as well as to facilitate interlibrary and interagency communication. Appended are overviews of all six modules including course objectives, evaluation results, topics covered, resource materials, bibliographies, documents developed by instructors and participants, and samples of the instruments used to evaluate the workshops. (STB)

(843)
ED 136 764
Virgo, Julie A. And Others
Continuing Education for Health Sciences Library Personnel. Final Report to the National Library of Medicine.
Medical Library Association, Chicago, Ill.
Pub Date 76
Grant—NIH-G-5-R01-LM-01857-01
Note—261p.; For related documents, see IR 004 545-549
EDRS Price MF-$0.83 HC-$14.06 Plus Postage.
Descriptors—*Adult Education, Curriculum Development, *Librarians, Literature Reviews, *Medical Libraries, Needs Assessment, Questionnaires
Identifiers—Medical Library Association
This final report on continuing education for

health science library personnel is a summary of documents IR 304 545--IR 304 548. Questionnaires used in the study and descriptions of courses offered in coordinating education programs are appended. (AP)

(844)
ED 138 237
Bonk, Robert
Continuing Education Needs as Reflected by Changes in the Published Literature. Working Paper No. 4.
Medical Library Association, Chicago, Ill.
Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.
Pub Date 75
Grant—5-R01-LM-01857-02
Note—140p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Adult Education, *Librarians, Library Education, Literature Reviews, *Medical Libraries, Professional Continuing Education, Surveys
Identifiers—Medical Library Association
This is the fourth paper issued by the Medical Library Association dealing with the continuing education of health science librarians. The report documents change within health sciences librarianship within the past fifteen years by reviewing the literature of medical librarianship from the years 1970-1974. These sources were compared with three reviews covering the period 1961-73: (1) Pendrill, (2) Bishop, (3) the July 1974 issue of "Library Trends." The comparisons revealed changes in the skill and knowledge requirements for health science librarians. Six topics were discussed as needing attention in light of the reviews and literature surveyed: (1) Automation/Computer Applications, (2) Non Book Materials/Multi-Media, (3) Administration/Management, (4) Information Retrieval Systems/Information Science, (5) Content/Subject Matter Expertise, (6) Reference/Bibliography. Other topics covered by the literature and suggested for inclusion in continuing education programs are hospital libraries, medical history, The National Library of Medicine, and new medical school libraries. Recommendations are made not only for the continuing education of professional health science librarians in the above areas, but for sub-professionals as well. (Author/AP)

(845)
ED 140 807
Hounsell, Dai And Others
Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services.
British Library, London (England). Research and Development Dept.
Spons Agency—Lancaster Univ. (England). Centre for Educational Research and Development.
Report No—BLR&D No. 5326
Pub Date 76
Note—176p.; British Library Project on Experimental Information Services in Education Project SI/CT/011. Project report No. 1 ; Some parts may be marginally legible due to print quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Educators, Educational Administration, *Educational Planning, Educational Researchers, *Educational Supply, *Information Services, Librarians, Statistical Data, Tables (Data), Teacher Centers, Teacher Educators, *Training
Identifiers—United Kingdom
This report presents the results of a survey of personnel professionally employed in education and training within the United Kingdom in order to assess the potential market for information services in the field of education. The categorisation of personnel is based on a two-dimensional matrix in which one axis represents employer or employing institution while the other represents occupational category. The main results of the survey for each of the occupational categories are presented in turn. Individual tables, accompanied by textual commentary, provide data on subcategories within the occupational groups. The totals derived from the individual tables are collated in a group table for each of the three occupational categories and then in a master table covering all occupational categories. Secondary or supplementary information which may be relevant to the planning of information services is also provided. (Author/BM)

(846)
ED 142 229
Virgo, Julie A. And Others
Continuing Library Education: Needs Assessment and Model Programs.
Continuing Library Education Network and Exchange, Washington, D.C.
Pub Date 77
Grant—5-R01-LM-01857-02
Note—260p.; CI ENE Concept Paper No. 5
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Educational Needs, Educational Opportunities, Educational Programs, *Librarians, Library Associations, *Library Education, Library Surveys, Literature Reviews, *Medical Libraries, Models, *Needs Assessment, *Professional Continuing Education
Identifiers—Medical Library Association
This study was conducted to assess and identify continuing education (CE) needs for medical librarianship and to design, implement, and evaluate program components responsive to these needs. Needs were assessed through: (1) a survey carried out within regional Medical Library Association (MLA) groups; (2) contents of journal literature compared with literature five to ten years previous to document changes in the field; and (3) comparison of results of studies conducted by other library groups and organizations. Despite differences in types of library staff surveyed, needs identified were in the areas of administration, audiovisuals, reference tools and services (including on-line systems), and budgeting. Library staffs had difficulty in articulating CE needs. Data collected on CE opportunities available showed course offerings were sparse in areas of need. Organizational constraints and supports given to staff and CE activities showed CE is primarily self-directed. Some of the national library associations seem less interested in supporting CE programs. A model CE program for health science librarians was developed. The study compared the MLA CE program at the beginning and end of the project within the model's framework. Sample questionnaires, data tables, references, course descriptions, and MLA CE materials are included. (Author/KP)

(847)
ED 148 390
Luse, David
A Focus on Continuing Education for Library Personnel.
Ohio State Library, Columbus.
Pub Date Apr 77
Note—66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Educational Planning, *Inservice Education, Librarians, *Library Education, *Library Planning, Needs Assessment, Objectives, Policy Formation, *Professional Continuing Education, State Libraries
The purpose of this paper is to propose policies and priorities for State Library activity in continuing library education for fiscal years 1977, 1978, and 1979, and to provide background information needed to evaluate these proposals. Section II of this paper outlines the context for continuing library education in terms of: (1) the citizens and their library and information needs; (2) the libraries (public, school, university, institution, special) of the state; (3) the librarians themselves. Section III focuses on eight important Ohio library development issues (funding, interlibrary cooperation, improved library services, library management, public relations, technology, audiovisual services, library standards) and identifies the implications of these issues for continuing library education. Section IV discusses the resources available to meet the continuing education needs identified. Section V is a statement of the major problems which may inhibit the most effective application of these resources. The next section identifies the major strategic options available to the State Library, including a statement of the relevant goals and identification of some constraints relating to each. The paper concludes with a recommended plan of action and specific program objectives. (Author/JAB)

(848)
ED 157 583
Fallon, Marcia
An Investigation of the Need for Formal Education at the Post-Master's Level for Community College Librarians in Florida.
Pub Date 13 Jul 78
Note—70p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Community Colleges, Developmental Programs, Educational Background, *Educational Needs, Faculty Development, *Junior Colleges, *Librarians, Library Education, *Needs Assessment, *Professional Continuing Education, Questionnaires, State Surveys, Work Experience
Identifiers—Miami Dade Community College FL
This study assessed continuing education needs of 120 of Florida's 130 community college librarians using a questionnaire which collected information on librarians' educational backgrounds, work experiences, and unmet educational needs. Findings indicated the majority of respondents had continued their education, and over 50% held administrative positions and had been at community colleges for the major portion of their careers. Librarians favored formal continuing education programs and cited relevant subject matter and convenient schedules and locations as their top priorities in such programs. Various recommendations in response to survey results are suggested, including continuing education courses and workshops for librarians at Miami-Dade Community College; the encouragement of other Florida community colleges to provide post-master's programs for their librarians; a statewide association for community college librarians and a newsletter; and the expansion of the study to include librarians at community colleges throughout the Southeastern United States. (Author/TR)

6000
Religion

(849)
ED 120 413
Bonn, Robert L.
Continuing Education Participants: Who--How Many--Types of Program--Attitudes.
Society for the Advancement of Continuing Education for Ministry, Richmond, Va.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date [75]
Note—25p.; For related document, see CE 006 650
Available from—SACEM, 3401 Brook Road, Richmond, Virginia 23227 ($0.70, prepaid only)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—*Adult Education Programs, *Clergymen, *Participant Characteristics, *Participation, *Professional Continuing Education, Surveys, Tables (Data)
Continuing education for clergy is examined in terms of participation rates and factors, with data based on the 1974 Clergy Support Study. The Study surveyed 19 key American Protestant denominations with results from 4,635 clergy usable for analysis. A systematic examination of the influence on continuing education program participation discusses: (1) time and money provided by congregations; (2) denomination; (3) other clergy support factors; and (4) the attitudinal dimensions. Data indicate that 67% of all United States clergy participated in at least one continuing education program during 1972-73; statistics are further broken down according to types of programs. Broad implications of the findings indicate continuing education programs may have attracted as many clergy as possible. Brief suggestions for future study regarding participant satisfaction and program influence are made. (LH)

(850)
ED 120 414
Bonn, Robert L.
Continuing Education: 1974 Clergy Support Study: Data Analysis: Final Report.

Society for the Advancement of Continuing Education for Ministry, Richmond, Va.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date Oct 75
Note—96p.; For related document, see CE 006 649
Available from—SACEM, 3401 Brook Road, Richmond, Virginia 23227 ($2.00)
EDRS Price MF-$0.83 HC-$4.47 Plus Postage
Descriptors—Churches, *Clergymen, Enrollment Influences, *Enrollment Rate, Enrollment Trends, Factor Analysis, Financial Support, *National Surveys, *Professional Continuing Education, Resource Allocations, *Statistical Analysis, Statistical Data, Statistical Studies, Student Costs, Tables (Data)

The report provides a detailed analysis by cross-tabulation of how a series of clergy support variables relate to continuing education program participation and to congressional provision of time/money resources for continuing education. A descriptive overview and an analytical perspective are given; tables are provided which contain the continuing education data collected in a 1974 clergy support study sponsored by a National Council of Churches committee. The study gave a broad, nationwide, interdenominational picture of various types of clergy support and attitudes. The data analysis reveals that the overall rate of participation in continuing education programs in 1972 and 1973 was 67%, or two-thirds of all clergy; the single most important influence on participation was denomination. Large discrepancies were discovered between rate of clergy participation and congregational resource allocation; the national figure is only four percent both for clergy receiving more than $200 and more than two weeks, and the majority of participants in all program types do not receive time/money resources from their congregations. Rates for particular program types were highest for the professional and theological skills institutes or seminars and independent study programs; patterns for various specific program types are considered in great detail. (AJ)

6025
Writing, Acting, Recreation

(851)

EJ 152 482
Continuing Education Opportunities Sternloff, Robert E.; Ulatowski, Betsey F., *Parks and Recreation*, v11 n7, pp67-78, Jul 76
*Professional Continuing Education, *Recreation, *Curriculum Development, *Leisure Time, *Human Services, Organizational Change, Course Evaluation, Relevance (Education), Higher Education

As the result of a survey of institutions of higher education offering courses in leisure and recreation services, it is recommended that more and broader continuing education programs be instituted. (JD)

6125
Social Work

(852)

EJ 127 938
An Andragogical Application to the Training of Social Workers Gelford, Bernard; And Others, *Journal of Education for Social Work*, v11 n3, pp55-61, F 75
*Higher Education, *Social Work, *Adult Education, *Learning Theories, *Adult Learning, Social Workers, Student Participation, Self Actualization, Educational Research, [*Andragogy]

Reports results of research on a training course for Children's Aid Society workers that was designed and implemented utilizing andragogical principles (based on the conception of adults as self-directed, experienced, and problem-centered). As was predicted, workers improved their self-actualizing tendencies and preferred participatory training experiences. (JT)

(853)

EJ 172 083
The Cracker-Barrel Classroom: Rural Programming for Continuing Education Horejsi, Charles R.; Deaton, Robert L., *Journal of Education for Social Work*, v13 n3, pp37-43, F 77
*Professional Continuing Education, *Social Workers, *Rural Areas, *Needs Assessment, *Instructional Innovation, *Program Planning, Higher Education, Scheduling, Teacher Recruitment, Financial Needs, [Montana]

Common problems and issues related to programming for continuing education in social work and efforts to deal with them are described. It is shown that rurality has a definite impact on the content, structure, and methods used, and that demographic factors and organizational characteristics must be considered. (Author/LBH)

6130
Correctional Personnel—Also Volunteer

(854)

ED 114 646
COSTAL: Correctional Staff Training for Adult Learning; Final Report and Evaluation.
Washington School of Psychiatry, Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date Oct 75
Grant—OEG-0-74-1759
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Students, Demography, *Program Descriptions, Program Development, *Program Evaluation, Project Training Methods, *Rehabilitation Centers, *Staff Improvement, *Student Characteristics, Training Objectives

The COSTAL program provided training and consultation in a variety of formats to a total of 171 halfway house staff members. Students were recruited from 25 halfway houses in Washington D.C. area, and participated in courses in achievement motivation, group dynamics, adult learning, and counseling skills, with college credit available. Three cycles of training were provided, with cycle 1 serving 19 students, cycle 2 serving 18, and cycle 3 (not discussed further) serving 134. Demographic statistics for cycles 1 and 2 include age, sex, race, education, marital status, living arrangements, annual salary, religion, auspices, and related background. Changes in course format from cycle 1 to cycle 2 are discussed, as well as student response. A series of voluntary options which trainees could request was developed, which included videotaped critiques of individual counseling sessions and group sessions at halfway houses, the creation of adult learning centers, and workshops for staff and/or residents. Summary and conclusions state that the program has been a success and should be continued. (LH)

(855)

ED 131 306
College Curriculum for Correctional Instructional Personnel.
EPD Consortium C, Houston, Tex.
Spons Agency—Texas Education Agency, Austin.
Report No—VT-103-278
Pub Date [75]
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*College Curriculum, *Correctional Education, Curriculum Research, *Educational Needs, *Prisoners, Psychological Needs, School Surveys, State Surveys, Student Attitudes, Student Needs, Teacher Attitudes, *Teacher Education Curriculum, Vocational Education
Identifiers—Texas

The project objective was to gather data for the purpose of identifying the scope and sequence of activities needed by instructional personnel in Texas correctional settings to meet the needs of students in a multidisciplinary setting. Six questionnaires were developed and administered to seven different sample groups: inmates, parolees, teachers, institutional support personnel, college professors and teachers of inmates, and selected college professors and institutional personnel. The report includes a chart representing the results of all data collected, listing the topics in rank order of interest as chosen by inmates, parolees, institutional instructors, and support personnel. Also resulting from the survey is a list of specific courses with concepts to be developed: human relations, criminology, health education, social problems, communication skills, Spanish, psychology of personality, economics, psychology of adult learning, abnormal psychology, social psychology, and vocational psychology. Appended to the report are four questionnaires indicating total number of responses from parolees, inmates, teachers, and institutional support personnel. Also included is a list of concepts which, according to the survey, instructors in an institutional setting should exhibit and be able to teach. (NJ)

6200 MANAGEMENT, SUPERVISION

(856)

ED 133 572 08
Persons, Edgar A. Swanson, Gordon I.
Small Business Management Volume IV: Final Report. An Adult Education Program. Development, Demonstration and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.; Minnesota Univ., St. Paul. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-103-599
Pub Date May 76
Grant—OEG-0-73-5245
Note—174p.; For related documents see CE 009 649-651 and CE 009 659
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Adult Education, Advisory Committees, American Indians, *Business Administration, Business Skills, Curriculum Development, *Management, Mexican Americans, Negroes, Pilot Projects, Post Secondary Education, *Program Descriptions, *Program Evaluation
Identifiers—*Small Business Management

The purpose of the small business management program is to help families improve the effectiveness of their business operation and enable them to reach family and business goals. Similar to a successful program in farm management education operational in Minnesota since 1952, the program includes classroom instruction, small group instruction, individual instruction, and instruction in business technologies. Accurate recordkeeping is incorporated at all instructional levels. The curriculum and procedures for the program were pilot tested in six locations: Three in area vocational-technical institutes in Minnesota and three in communities with large minority populations. The program for American Indians is located in Arizona, for Mexican Americans in Texas, and for Blacks in North Carolina.

The final report describes the following phases of the project: the selection and staff development, selection and use of advisory committees, curriculum development, evaluation, and dissemination activities. Appendixes comprising about half the document (72 pages) contain forms for use in implementing the program. These include cost study analysis for an annual report, the Hooper test on profit maximizing principles in both English and Spanish, the Business Attitudinal Inventory in both English and Spanish, and supplementary forms in Spanish. (The Instructor's guide, curriculum, and practice problems developed are in separate volumes.) (Author/SD)

6300 LABOR EDUCATION

(857)

ED 131 392

Kingery, Bruce

The Role of Counseling in an Associate Degree in Labor Studies Program: Counseling in a Work Oriented Setting (The Importance of Including Counseling Courses within the Curriculum of the Associate Degree in Labor Studies Program at the Community College Level).

Pub Date 75

Note—81p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, Community Colleges, *Counseling, *Curriculum Development, *Educational Interest, *Educational Needs, Educational Research, Junior Colleges, *Labor Education, Surveys

This research had a two-fold purpose: (1) to assess the need for a labor studies program at the community college level; and (2) to consider the advisability of including within such a curriculum a cross-section of adult/family/worker-oriented counseling and guidance courses. The study employed a questionnaire completed by union delegates, which was designed to assess their educational interests. Specifically, the survey determined their interest in lab studies, earning an associate degree in labor studies, various content areas such as union administration and collective bargaining, and in areas of guidance and counseling such as youth counseling and social services availability. The results demonstrated significant interest in pursuing coursework in both labor studies and guidance and counseling. The incorporation of counseling courses within a labor studies program was thus provided support. (SJL)

(858)

ED 152 632

Project on Citizen Education in a Union Setting, Final Report.

University and College Labor Education Association, East Lansing, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [77]

Note—73p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Adult Students, Affective Objectives, *Citizen Role, Cognitive Objectives, Continuous Learning, Democratic Values, Educational Facilities, *Educational Objectives, Federal Aid, Individual Development, *Job Enrichment, Job Satisfaction, Labor Demands, Labor Economics, *Labor Education, *Labor Unions, Learning Activities, *Organizational Development, Relevance (Education), Reports, Research Design, Social Exchange Theory, Work Attitudes

The report describes a project on union citizenship activity and presents recommendations from a labor education conference in Silver Spring, Maryland, November 9-10, 1977. Citizen education of union members involves training programs for workers undertaken either singly by unions or in concert with educational institutions. The report is presented in five sections. Section I contains background information on trade unions, discusses the role of labor education within unions, and defines the project's objectives. These include better understanding of and recommendations to improve citizenship education. Section II discusses project administration and design. Section III provides a philosophical overview of unions and union activity within a citizen education setting. Section IV suggests union citizenship activities, including courses on labor law, political economy, international trade, and bargaining methods; meetings with political leaders; and conferences with other workers to explore on-the-job problems and community services. The final section presents conference recommendations, including: (1) all union members should be encouraged to participate in citizenship education activities; (2) curriculum must be broadened to include political and economic topics; (3) workers should be given sabbatical leave to pursue educational aims; and (4) a federal labor extension service should be created to fund labor education programs on a continuing basis. The appendix presents directories of conference participants, university and trade union labor education programs, and a conference paper on labor, community, and citizenship education. (Author/DB)

(859)

EJ 137 538

Collective and Individual Dimensions in the Adult Education of Working People Titmus, Colin; Haly, C. Greame, *Studies in Adult Education*, v8 n1, pp15-28, Apr 76

*Adult Education, *Surveys, *Laborers, *Social Attitudes, *Relevance (Education), Foreign Countries, [*Great Britain]

A summary of results from a survey conducted in Great Britain of workers' experiences of adult education and their attitudes towards it is presented. Sample and interviews, findings, summary, and implications for future policy are examined. Results indicate that social awareness is not fostered by adult education, as educators supposed. (LH)

6400 CAREER EDUCATION

(860)

ED 114 608

Adult Career Education Resources Survey: Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Grant—OEG-0-73-6372

Note—95p.; For the publications from this project, see ED 102 426-428

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adult Education, *Career Education, *Material Development, Resource Guides

The document reports the activities involved in the compilation of career resource guides suitable for adult use. In 1974-75 the following tasks were accomplished in relation to previous survey activities: (1) additional career materials were reviewed for the publication "Resources: Recommendations for Adult Career Education Resources, and Supplement"; and (2) activities for career awareness were field-tested and revised for the publication "Exploration, Part I, Revised: Career Activities for Adult Education Classes." An evaluation of the survey and the 1975 publications is presented based on comments received as well as a discussion of problems that were encountered. The 60 pages of appended materials include forms used in the survey, news releases, newsletters, cover letters, field test forms and guidelines, and adult education programs participating in the field tests. (Author/BC)

(861)

ED 114 668

Miller, Harry G. Holden, John B.

Career Improvement and Satisfaction: Initiating a Positive Self-Perspective.

Southern Illinois Univ., Carbondale.

Note—28p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Adult Basic Education, *Adult Education, Adult Students, Career Planning, Case Studies, *Job Satisfaction, Learning Activities, *Self Concept, Small Group Instruction, *Study Guides, *Vocational Development, Work Attitudes, Worksheets

The self-instructional program of learning activities is designed for classroom use with both employed and job-seeking adult basic and general adult education students. Overall objectives include (1) reviewing and developing work incentives for an occupation as described in a work history, (2) considering the relationship between job satisfaction and job productivity, (3) examining factors which contribute to developing and maintaining a positive self-perspective towards work and self, and (4) establishing a self-improvement career plan. An indepth case history of an individual work life is initially introduced and followed up with various related learning activities in which participants work individually, with other individuals, and within small and large groups. The series of self-analysis checklists and worksheets focus on job satisfaction, job productivity, work attitudes, positive self-attitude, and job objectives/career goals. (EA)

(862)

ED 131 315

Rogers, Richard A.

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.

Western Wisconsin Technical Inst., La Crosse.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-306

Bureau No—F5007VW; V361185

Pub Date 30 Jun 76

Grant—OEG-0-73-5297

Note—189p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education, *Career Education, Career Planning, Continuous Learning, *Delivery Systems, Developmental Programs, Elementary Secondary Education, Inservice Teacher Education, *Outreach Programs, Post Secondary Education, *Program Evaluation, Resource Centers, *Rural School Systems

Identifiers—Wisconsin

This report details the accomplishments and major activities of a 3-year career education project serving more than 186,000 individuals within the Western Wisconsin Vocational, Technical, and Adult Education District. Basic to the project design is the establishment of five career centers which provide a wide variety of career information and services. The document contains a summary report, final and quarterly reports from each of the five area coordinators, and the third party evaluation. The data, analyses, and conclusions are presented in a determination of whether

each of the 11 objectives of the project had been met. The evaluators concluded that the project had a number of significant impacts during the three years it was operational, and had achieved its objectives in terms of establishing a comprehensive learning system, expanding resources and services, and making career education accessible to residents of the district. Students showed progress in self awareness, knowledge of work, and career decisionmaking; community awareness of available programs and opportunities also increased. Appended to the evaluation report are the work statement for the evaluation and survey instruments. (RG)

(863)
ED 133 600
Paulsen, Russell
Career Education for Persons in Rural Areas—Primary Focus on Adults 16 and Over. Final Report.
North Central Technical Inst., Wausau, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-103-550
Bureau No—502A550013
Pub Date Aug 76
Grant—OEG-0-73-5292
Note—518p.; Several pages may not reproduce well due to faint, broken type. For related documents see ED 115 963-964 and CE 008 029
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Descriptors—*Adult Education, *Career Education, Developmental Programs, Inservice Teacher Education, Instructional Materials, Program Descriptions, *Program Development, Program Evaluation, Questionnaires, *Rural Areas, Summative Evaluation, *Vocational Development, Workshops
Identifiers—Wisconsin
Based on stated 3-year (1973-1976) project goals, career education activities were provided to the identified adult population (unemployed, underemployed, mid-career, high school dropouts, parents, and women) in rural areas of the North Central Vocational, Technical, and Adult Education District of Wisconsin. Project activities included classes, group sessions, counseling, career materials displays, tours, testing, and informational meetings. In addition, a materials resource center was developed, an inservice program was conducted, and dissemination and public relations activities were carried out. A third party evaluation was made of a selected school population in grades 3, 6, 9, and 12 and a variety of assessment instruments and survey forms were administered to the different participant groups. Some concluding results were these: Many project activities were found helpful; inservice programs assisted schools to expand career education; group meetings, workshops, and credit classes were the most successful inservice methods; and the last year brought some success in reaching disadvantaged groups. A major portion of the report (402 pages) consists of appended material, including public relations and dissemination records and samples, samples of inservice programs, sample adult career education programs, lists of career education materials, evaluation instruments, and the third party report. (NJ)

(864)
ED 135 995
Nelson, Valerie I. And Others
Adult Career Education as an Intervention Strategy in Mid-Career Crisis.
University Consultants, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.
Pub Date 31 Jul 75
Note—87p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Adult Education, *Career Change, *Career Education, Continuous Learning, Delivery Systems, Economic Factors, Educational Development, *Government Role, Learning Motivation, Literature Reviews, Policy Formation, Psychological Needs, Psychological Patterns, Public Policy, Research Needs, Social Factors, Unemployed, *Vocational Adjustment
Identifiers—National Institute of Education, NIE
Based on a review of the literature on mid-career crises and various intervention strategies and on collection of a representative inventory of services currently available, a strategy and role for adult career education was developed and priorities and highlights of a research and development strategy were suggested for the National Institute of Education (NIE). Conclusions which emerged are these: (1) A mid-career crisis can be defined as a crisis of re-employment and possible forced mid-life change of career. This crisis can be precipitated by an unexpected loss of work and a shortage of jobs in the local area which utilize the skills of the individual. (2) The literature and data on mid-career crises are inadequate in several key respects. In particular, minimal data exist on the affected population or its numbers, or on the long-term effects of the crisis. (3) A mid-career crisis will for most workers entails short-term economic and associated psychological disruption, unless we commit ourselves to a European solution of substantial income support and long term education for the worker. (4) Current programs of assistance are piecemeal and uncoordinated. The experience of programs to date shows, as expected, minimal success at averting short-term losses to those individuals who are minimally qualified by objective standards to re-enter the labor force at previous levels of status and earnings. (5) A successful program of adult career education must take into account the labor market and psychological factors in the crises and therefore must include a combination of the following: Counseling, assurance of jobs following training, and involvement of employers in the area. (JT)

(865)
ED 135 997
Gulfoy, Vivian M. Grothe, Mardell S.
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
Education Development Center, Inc., Newton, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 76
Contract—NE-C-00-3-0121
Note—123p.; For related documents see CE 009 970-972
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Programs, Adults, *Career Education, *Community Programs, Counseling Programs, Counseling Services, Counselors, *Delivery Systems, *Information Dissemination, Information Networks, Labor Force Nonparticipants, Models, Needs Assessment, Occupational Guidance, Occupational Information, Outreach Programs, Paraprofessional Personnel, Program Descriptions, Referral, Resource Centers, Telephone Communication Systems, Vocational Counseling, *Vocational Development
Identifiers—Rhode Island (Providence)
This first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the model's five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase. The final section discusses the project's efforts to share its experiences and findings with potential adopters of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendixes.) (TA)

(866)
ED 135 998
Gulfoy, Vivian M. Grothe, Mardell S.
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.
Education Development Center, Inc., Newton, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 76
Contract—NE-C-00-3-0121
Note—268p.; For related documents see CE 009 970-972
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Adult Programs, Adults, Career Choice, *Career Education, Community Programs, Counseling Programs, *Counseling Services, Counselor Role, Counselors, Delivery Systems, Demography, Information Dissemination, Information Networks, Labor Force Nonparticipants, Needs Assessment, Occupational Guidance, *Outreach Programs, Paraprofessional Personnel, Participant Characteristics, *Program Effectiveness, Program Evaluation, Referral, Resource Centers, Telephone Communication Systems, *Vocational Counseling, Vocational Development, Work Attitudes
Identifiers—Rhode Island (Providence)
This second volume of a three-volume final report presents research and evaluation findings of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Primary focus is on home-based adults who used the career counseling service, which provided information, guidance, and referral by telephone using paraprofessional counselors. Section 2 details the demographic characteristics of 2,979 home-based adults, who called the service (August 1973 to March 1975) and examines the extent to which the nature of the callers changed over time. Section 3 describes characteristics of 1,157 home-based clients who used the service from March 1974 to March 1975 and explores clients' expectation from counseling, initial career objectives, and other factors. Section 4 presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Section 5 examines the clients' career status at termination. Section 6 describes how clients reacted to and evaluated the services they received from the project. Section 7 deals with use of the resource center based on 268 noninstitutional visitors who used it in 1974. The final section of Volume 2 presents information collected during indepth interviews with 40 former clients. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 3 consists of appendixes to the project.) (TA)

(867)
ED 135 999
Gulfoy, Vivian M. Grothe, Mardell S.
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendixes.
Education Development Center, Inc., Newton, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 76
Contract—NE-C-00-3-0121
Note—101p.; For related documents see CE 009 970-972
EDRS Price MF-$0.83 HC-$5.01 Plus Postage.
Descriptors—*Adult Programs, *Career Education, Community Programs, *Counseling Services, Delivery Systems, Information Dis-

counselors, Information Networks, Labor Force Nonparticipants, *Measurement Instruments, Needs Assessment, Occupational Guidance, Outreach Programs, *Questionnaires, *Resource Materials, Telephone Communication Systems, Vocational Counseling
Identifiers—Rhode Island (Providence)

This third volume of a three-volume final report contains appendixes related to the 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Appendix A describes the project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the project, and appendix C presents the various occupational classification systems used in the analysis. (Volume 1 of the final report covers the nature, content, and products of the model. Volume 2 presents research and evaluation findings, with primary focus on home-based adults who used the career counseling service.) (TA)

(868)

ED 141 611

Valley, John R.

Career Education of Adults.

National Advisory Council for Career Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—76p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01736-9)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, *Career Education, Colleges, Definitions, Educational Assessment, *Educational Benefits, *Educational Needs, Educational Objectives, Educational Practice, Higher Education, Job Training, Needs Assessment, Post Secondary Education, Professional Education

Prepared for the National Advisory Council for Career Education, this paper offers a broad view of the current practice of career education of adults, drawing on statistical information that indicates millions of adults are engaged in diverse kinds of educational activity. The paper defines the terms adult and career education and discusses a structure for the domain of career education of adults. Information about aspects of career education of adults other than instructional, such as counseling, career development, and job placement, is reported. The point is made that career education for adults depends not only on activities based in educational institutions but also on a wide variety of services by agencies outside colleges, universities, and other postsecondary teaching institutions. (Three examples of such services used to illustrate this point are educational brokering, educational assessment and credentialing, and experiential learning.) Three categories of career education of adults are posited: Preparatory, primary, and adaptive, each of which address different goals or purposes of career education of adults. Brief recommendations are made and a list of references is included. (TA)

(869)

ED 141 633

An Adult Prescriptive Program for Levels of Employment--Career Oriented Education. (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Booklet 2. Employer Survey.

Lafayette Parish Vocational Center, La.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0016VA

Pub Date Sep 75

Grant—OEG-0-74-1811

Note—43p.; For related documents see CE 011 961-967

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Basic Education, *Basic Skills, Career Education, Curriculum Guides, Daily Living Skills, *Employer Attitudes, Interpersonal Competence, *Job Skills, *Job Training, Mathematics, Reading Skills, Research Projects, Surveys, Writing Skills

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This second booklet is a detailed report of the employers' survey which was done to obtain information concerning specific competencies needed for job success which could be meaningful in developing a comprehensive career-oriented adult education program for illiterate workers. (Booklets 4-7 contain the instructional programs developed in each of the following areas: Manufacturing, municipal government, health services, and construction.) Following an introduction, there is a section on procedure describing the development of the survey form and one covering the data analysis, which includes several tables and figures comparing the responses received from 47 supervisory personnel directly responsible for 1,000 low educational level workers in four categories of employment. The final section identifies important survey results including the following: Basic academic skills were necessary to retain and advance in employment; employers placed more emphasis on basic reading and writing skills than on math skills; and occupational skills were uniformly ranked as being important. The survey form is appended. (EM)

(870)

ED 141 634

An Adult Prescriptive Program for Levels of Employment--Career Oriented Education. (Apple Core). An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Bulletin #1258. Booklet 1. Reading and Mathematics Summary.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0016VA

Pub Date [76]

Grant—OEG-0-74-1811

Note—40p.; For related documents see CE 011 961-967

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Basic Education, *Basic Skills, Career Education, *Curriculum Design, *Curriculum Development, Curriculum Guides, Instructional Materials, *Job Training, *Mathematics Instruction, Needs Assessment, *Reading Instruction, Reading Skills, Reading Tests

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This first booklet is a summary of the reading and math skills and an explanation of the development of diagnostic and instructional instruments utilized in each of the instructional packets. (Booklets 4-7 are the instructional packets developed in each of the following areas: Manufacturing, municipal government, health services, and construction.) Section 1 of the booklet contains a list of reading skills; discusses the development of diagnostic instruments for assessing reading level, including testing instructions and the test; and explains the development of instructional instruments, including a summary of the following method for preparing career-related materials: Collect print from career sites, analyze the print for suitability in content and vocabulary, locate a sample skills lesson, substitute career-oriented vocabulary and content in the sample exercises, and follow-up with practice. Section 2 contains a list of basic mathematical skills and adult performance level objectives; and, like the section on reading, explains the development of the diagnostic and instructional instruments utilized in each of the instructional packets. (EM)

(871)

ED 147 499

Woodward, Bert W.

Career Development Needs of Adults: How to Improve Career Development Programs.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Note—72p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01787-3)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adults, Adult Students, Age, Age Groups, Career Planning, Decision Making, Educational Needs, *Educational Objectives, Job Skills, National Surveys, Needs Assessment, Program Development, *Program Improvement, Skill Development, *Test Results, *Vocational Development, Vocational Education, Young Adults

Identifiers—National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of adults (ages 26-35) is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under three broad objectives: prepare for making career decisions; improve career and occupational capabilities; and possess skills that are generally useful in the world of work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM)

(872)

ED 151 579

Stern, Barry E.

Toward a Federal Policy on Education and Work.

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—183p.; Contains occasional small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01689-3, $2.75)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Programs, *Adults, Career Change, *Career Education, *Change Strategies, Educational Finance, Educational Needs, Employment Opportunities, Employment Trends, Federal Government, Information Needs, Information Systems, Job Development, Job Skills, Job Training, *Policy Formation, Program Budgeting, Program Costs, Program Development, Program Effectiveness, Program Planning, Public Policy, Research Needs, Skill Development, Socialization, Vocational Education, Work Experience, *Youth, Youth Employment, Youth Programs

Identifiers—United States

Aspects of the relationship between education and work (career education) for youths and adults and directions for future federal policy in this area are identified in this document. Part I examines the problems that youths face in making a successful transition from school to work, including knowledge of the labor market, self-knowledge of abilities and aptitudes, occupational socialization, certifying competencies, and assistance in finding work and developing job seeking skills. Effectiveness of current programs in addressing these problems is also discussed. It is suggested that the Vocational Education Act or the Comprehensive Employment and Training Act (CETA) be amended to effect the provision of school-based placement services and establishment of state career information systems. It is also contended that federal activities in the areas of certification of competencies, occupational socialization, and self-knowledge of abilities and aptitudes fall within the categories of research and

development or technical assistance and training and could be funded under current discretionary authority and budget levels. Part 2 addresses the problems which adults face in finding opportunities to change their career or life directions and the inequitable distribution of work in American society. Recommendations for federal policy focus on research on career and life redirection and renewal, career information and guidance systems, time-income tradeoff and work scheduling options, and leave-of-absence without pay. Implementation of these recommendations is discussed. (TA)

(873)

ED 156 832

Krumhout, Ora M. And Others

The Systematic Design, Development, and Evaluation of Competency-Based Instructional Materials for Employability Skills.

Pub Date Mar 78

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Basic Skills, Behavioral Objectives, *Career Education, Career Planning, Criterion Referenced Tests, *Curriculum Development, *Curriculum Evaluation, *Instructional Materials, Job Search Methods, Material Development, *Performance Based Education, Secondary Education

Identifiers—*Employability Skills

Described in this paper is the development and evaluation of the Employability Skills Series by the Florida Department of Education, 1975-1977. Focusing on skills involved in getting and keeping any job, the series is intended for use with secondary students and adults and is on approximately a fifth grade reading level. It consists of six student booklets, an instructor's guide for each, an annotated resource guide, an educational game, and a filmstrip/cassette. Four features are considered essential in the competency based series: (1) the statement of objectives as measurable, observable activities, (2) the possession of objectives by students as well as instructors, (3) the matching of instruction and tests to objectives, and (4) criterion referencing for student evaluation. When the project staff consulted teachers and district and state administrators about the type of materials considered most useful, teachers requested the adaptable, student-oriented type rather than curriculum guides. Materials were tested three times during the development (one-on-one testing, small group testing with one or two classrooms, and a field test which involved four to six classrooms), and pre- and posttests were administered to measure effectiveness. Tested classes ranged from seventh grade to adult, and eighty-six classes and fifty-nine teachers in ten counties were involved in the small group tests and field tests. The decisions considered most important in designing the series were to develop validated student materials and to choose a format which allows an instructor to choose individual units and select objectives. It was concluded that, based on reaction to date, those were good decisions. (Data tables and references are appended.) (VB)

(874)

EJ 123 745

Career Education for Adults: What's Available? Barton, John C.; Moore, Allen B., *American Vocational Journal*, v50 n6, pp58,60, Sep 75

*Adult Education Programs, *Career Education, *National Surveys, *Vocational Development, *Educational Needs, Adult Education, Educational Research

The Center for Vocational Education at Ohio State is conducting a survey to locate career development services for adults, and the article gives several examples from the 100 programs already identified. (Author)

(875)

EJ 158 271

The Adult Learner and Career Education Rossman, Mark H., *Adult Literacy and Basic Education*, v1 n1, pp34-37, Spr 77

*Adult Education Programs, *Career Education, *Adult Students, *Adult Learning, Teacher Attitudes, Needs Assessment, Teacher Role, Fused Curriculum, Student Characteristics

Differences between adult learners and youth and some ways to capitalize on those differences are discussed and suggestions are offered for what to include in model adult career education programs. (TA)

(876)

EJ 169 141

Adult Education In Vocational/Technical/Career Education Worthington, Robert M., *Technical Education News*, v37 n1, pp17-18,23, Oct-Nov 77

*Adult Education, *Vocational Education, *Technical Education, *Career Education, *Educational Needs, Educational Research, Futures (of Society), Disadvantaged Groups, Interagency Coordination, Enrollment Projections

Summarizes eight papers presented during the Nation's Bicentennial Congress in Adult and Continuing Education (New York City). Focus is on adults' educational needs in career, vocational, and technical areas. Among topics covered are the future of adult education; research on adult learners; continuing education; womens education; and local, state, and federal interagency coordination and cooperation. (SH)

(877)

EJ 173 067

Educating the Unemployed Page, Norman, *Adult Education (London)*, v50 n4, pp219-24, Nov 77

*Adult Education Programs, *Course Descriptions, *Unemployed, *Adults, *Individual Development, *Teaching Techniques, Adult Education, Course Objectives, Course Evaluation, Class Activities

Describes an educational program specifically directed to the needs of three types of older unemployed persons: the recently unemployed, those who have been unemployed for a long time, and those whose careers have come to a complete stop due to illness, disability, or severe disruption of career arrangements. (EM)

(878)

EJ 177 072

Administration of Career Education for Adult Populations Manley, Richard N., *Journal of Career Education*, v4 n2, pp45-53, F 77

*Educational Administration, *Career Education, *Adult Vocational Education, *Educational Needs, *Needs Assessment, *Adult Education Programs, Adult Learning, Vocational Retraining, Administrative Problems

Before establishing an adult career education program, administrators should first conduct a needs analysis to assess the type of service to be provided for the target population. Approaches and problems encountered in the federal "Career Education Model IV" are described to show some of the elements of a particular kind of adult education program. (MF)

6500 OCCUPATIONAL EDUCATION—INDUSTRIAL TRAINING

(879)

ED 111 965

Gilli, Angelo C., Sr., Ed.

Sixth Annual Pennsylvania Conference on Postsecondary Occupational Education: Continuing and Adult Education in Vocational Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 75

Note—171p.; Papers presented at the Annual Pennsylvania Conference on Postsecondary Occupational Education (6th, University Park, Pennsylvania, October 2-3, 1974)

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors—Adult Counseling, *Adult Education, *Adult Vocational Education, College Role, Community Colleges, *Conference Reports, Continuous Learning, Correctional Education, Definitions, Educational Administration, Educational History, Educational Research, Graduate Surveys, Health Occupations Education, Management by Objectives, School Role, Urban Education, Vocational Schools, Womens Education

The 16 conference papers are: Continuing Education History of Pennsylvania State University Associate Degree Graduates; A Mere Matter of Words (defining adult education); History of Adult and Continuing Education in Vocational Education; Adult and Continuing Vocational Education: Past, Present, and Future; Lifelong Learning: A Systematic Approach in Health Occupations Education; The Role of the Area Vocational-Technical School and the Community College in Continuing Education and Community Services; Continuing and Adult Education: Role of the Community College; Implementing a Management-by-Objectives System; Problems in Counseling the Vocational Adult and Continuing Education Student; Continuing and Adult Education in Correctional Institutions; The Changing Role of Adult and Continuing Education for Women; The Role of the Private Junior College in Continuing and Adult Education in Vocational Education; Client Influence on Organizational Priorities: The Role of Adult and Continuing Education in Vocational Education in the Urban Community College; The Role of Research in Adult Vocational Education; The Implications of Adult and Continuing Education; and Rural and Migrant Health Aides: Expanding Health Occupations Curricula at the Postsecondary Level. A conference evaluation (based on a questionnaire included in the appendix) and the conference format, speakers, registration list, and advisory committee list are included. (AG)

(880)

ED 122 034

Manpower Training at the Crossroads.

Canadian Association for Adult Education, Toronto (Ontario).; Canadian Inst. for Adult Education, Montreal (Quebec).

Pub Date Jan 76

Note—124p.; Papers prepared for a conference (Ottawa, Ontario, January 27-9, 1976)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Vocational Education, Demography, Educational Policy, Educational Programs, Foreign Countries, *Futures (of Society), Leave of Absence, *Manpower Development, *National Programs, Program Descriptions, Program Evaluation, Socioeconomic Influences, *State of the Art Reviews, Training

Identifiers—*Canada

The document presents, in English and French, a collection of studies of discussing future options for occupational adult education in Canada, prepared for the conference, "Manpower Training at the Crossroads," by the Canadian Association for Adult Education (CAAE) and l'Institute Canadien d'Education des Adultes (ICEA). The studies include: (1) The Development of Canadian Policy in Occupational Adult Education and Manpower, Pierre Paquet, presenting National policy and legislation from 1910-1974; (2) The Canadian Manpower Training Program: Critical Questions, Pierre Paquet, examining and evaluating the program; (3) Evaluation of Government Supported Training in Canada, Morley Gunderson, questioning the objectivity of internal evaluation of the Manpower Training Program; (4) The

Present Situation: Current Operation of the Canada Manpower Training, Pierre Paquet, discussing at length the range and diversity of current adult training; (5) Future Environment for Occupational Adult Education in Canada, Morley Gunderson, projecting demographic, economic, and labor force changes; (6) Paid Educational Leave, Paul Belanger, discussing aspects, international studies, current experience, and role; (7) Canadian Post-Secondary Education: Some Trends and Issues, Ian Morrison, reviewing manpower training; (8) The Future of Manpower Training: What is at Stake? Pierre Paquet, discussing objectives and priorities, target population, contents, and educational strategy. A bibliography is included. (LH)

(881)

ED 122 125

Mauro, Allen B. And Others

Guidelines for the Development and Study of Cooperative Adult Education Programs.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Report No—VT-102-748

Pub Date Jun 75

Grant—OEG-0-74-1812

Note—90p.; For related documents, see CE 007 063-065 and CE 007 067

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number AD4, $5.00 ea.; Complete set of five, $30.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education Programs, Adult Vocational Education, Business, *Cooperative Programs, Educational Objectives, Evaluation Criteria, *Guidelines, Industry, Needs Assessment, *Program Administration, *Program Development, Program Evaluation, Program Planning, School Industry Relationship

Fourth in a series of five, the document presents guidelines for the development and study of a cooperative adult education program or for the evaluation of an existing program. Intended to be "content free," the guidelines focus on the processes of cooperative efforts. The 12 areas of concern are: needs assessment, objective setting and instructional content development, staffing, procedures and materials, pre-planning, resource acquisition and expenditure plan, program administration, job placement and promotion, internal and external communication, evaluation, accepting and screening participants, and counseling services for adult students. The format for each of these concerns includes: an overview, questions, and a section headed "suggestions on how." General comments stress the importance of documentation in the planning effort, joint meetings (of cooperating agencies to increase understanding and commitment), and a steering committee representing all interests involved in the program. (KH)

(882)

ED 122 126

Granger, James C. And Others

Discussion of Industry-Education Cooperation for Adult Learning.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Massachusetts Audubon Society, Lincoln. Hatheway Environmental Education Inst.

Report No—VT-102-749

Pub Date Aug 75

Grant—OEG-0-74-1812

Note—59p.; For related documents, see CE 007 062-067

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number AD5, $4.00 ea.; Complete set of five, $30.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education Programs, Adult Vocational Education, Business, Community Support, Cooperative Planning, *Cooperative Programs, Educational Finance, Educational Planning, Industry, Interagency Coordination, Labor Unions, *Program Development, *Program Planning, *School Industry Relationship

Fifth in a series of five, the document identifies and discusses some important issues relating to cooperative adult education programs. Issues under consideration include: (1) scope of cooperative education for adults; (2) cooperative adult education and work; (3) why do industry and education cooperate; (4) who benefits--who pays; (5) the industry view; (6) public support of cooperative programs; (7) conflicting agency goals--a systems view; (8) agreements; (9) the union role; (10) program committees: who needs them; (11) leadership in cooperative programs; (12) staff backgrounds; (13) location of cooperative programs: on/off plant site; and (14) developing inter-agency contacts. These issues and discussions are not intended to provide exhaustive coverage but rather to present initial ideas to be considered in the development and planning of cooperative adult education programs. (KH)

(883)

ED 131 681

Berry, Dale W. And Others

Assessment of the Status of Bilingual Vocational Training for Adults. Final Report-Phase I. Volume I: Assessment Report.

Kirschner Associates, Inc., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 76

Contract—300-75-0333

Note—221p.; For related documents, see FL 008 120 and FL 008 121

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Adult Vocational Education, *Bilingual Education, Bilingualism, English (Second Language), Job Training, Manpower Development, National Surveys, *Program Descriptions, Program Evaluation, *Vocational Retraining

Identifiers—*Bilingual Vocational Training

The status of bilingual vocational training (BVT) for adults in the United States was studied. This portion of the three-volume report outlines the need for BVT, the legislative and programmatic responses to the need, and conclusions drawn from the assessment of BVT programs. The appendices contain a detailed discussion of procedures used for collecting data; the questionnaire administered to State Department of Education officials for compiling the program inventory; the program inventory, with detailed descriptions of BVT programs and mention of other related programs; and a chart summarizing, state-by-state, the program inventory and pertinent program characteristics. (Author/SW)

(884)

ED 131 683

Peterson, Morris And Others

Assessment of the Status of Bilingual Vocational Training for Adults. Final Report-Phase I. Volume III: Review of Literature.

Kirschner Associates, Inc., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 76

Contract—300-75-0333

Note—145p.; For related documents, see FL 008 119 and FL 008 120

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Academic Achievement, *Adult Vocational Education, Age, *Bilingual Education, *Bilingualism, English (Second Language), Intelligence, Language Attitudes, Language Research, Learning Characteristics, *Literature Reviews, Manpower Development, Motivation, *Second Language Learning, Self Concept, *Vocational Retraining

Identifiers—*Bilingual Vocational Training

This literature review is the third volume of a three-volume report on the status of bilingual vocational training (BVT) for adults in the United States. Few studies were found that directly related to conducting bilingual vocational training for adults of limited English-speaking ability. The review is divided into the following sections: (1) mother tongue versus second language instruction, (2) justifications of the need for bilingual/bicultural programs, (3) communication, (4) self-concept, (5) motivation to learn a second language, (6) first and second language learning characteristics, (7) influence of age on learning a second or foreign language; (8) effects of bilingual instruction on the native language, (9) bilingualism and intelligence, (10) effects of bilingual schooling on achievement in other subjects. Most of the experimental, evaluation and demonstration studies were conducted in the United States and Canada. However, literature from other countries is also reported. (Author/SW)

(885)

ED 133 998

The Status of Bilingual Vocational Training, Fiscal Year 1976. Report of the Commissioner of Education and the Secretary of Labor to the President and to the Congress.

Department of Labor, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—119p.; Tables may be difficult to read due to small type.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education Programs, Annual Reports, *Bilingual Education, Educational Policy, Employment Qualifications, *English (Second Language), Federal Aid, Job Skills, Labor Force, Language Skills, Literature Reviews, *Non English Speaking, Spanish Speaking, State Aid, Underemployed, Unemployed, Verbal Communication, *Vocational Education

This report on the status of bilingual vocational training programs for adults was the result of a mandate requiring the Commissioner of Education and the Secretary of Labor to develop and disseminate information on the status of such programs in all parts of the United States and to evaluate the impact of such training on the shortages of well-trained personnel, the unemployment and underemployment of persons with limited English-speaking ability, and their ability to contribute fully to the economy of the United States. Chapter 2 summarizes the educational attainment and labor force participation of adults with non-English-speaking backgrounds. An inventory of bilingual vocational training programs for adults sponsored by the United States Office of Education and the Department of Labor and other public funds in each of the fifty states is provided in chapter 3. Chapter 4 gives a brief legislative history of the programs which have provided training for the limited-English-speaking populations. Chapter 5 consists of a brief literature review. A list of bilingual vocational training programs funded since June of 1976 is given in the appendix, as well as statistical information concerning the number and distribution of such programs by state and vocational offerings. (CLK)

(886)

ED 136 060

Advancing Vocational Education Through Research and Development.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Nov 76

Note—210p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Abstracts, Administrator Guides, Adult Education Programs, *Educational Legislation, Federal Aid, Federal Legislation, Guidelines, Legislation, Post Secondary Education, *Program Proposals, *Research Projects, Special Education, Special Programs, *Vocational Education

This report contains information about the legislative and regulatory framework for Section 131 (a) of part C of the U.S. Commissioner of Education's Vocational Education Research Programs; the planning and its procedures leading to the determination of the program priority areas for fiscal year 1976 and the transition quarter; the processes used to implement the award program for this fiscal year; the award outcomes in terms of an overview of the purposes and expected results of the funded projects; and abstracts of the individual projects. In addition, several special interest projects of national significance are listed both for fiscal year 1976 and the transition quarter. Synthesis papers and abstracts of funded projects in competitive grant competition are grouped under the areas of adult vocational education, postsecondary vocational education, individualization and modularization of instructional materials, and special needs populations. (HD)

(887)

ED 138 768

Mills, Joe D. And Others

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils. Final Report. Volume One.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.; University of South Florida, Tampa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50092

Pub Date 14 Dec 76

Grant--G007500436

Note—191p.; For a related document see CE 010 926 ; Not available in hard copy due to print quality of the original document; Some parts may be illegible on microfiche

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Organization, Adult Education, Area Vocational Schools, *Community Colleges, Community Services, *Delivery Systems, Educational Administration, *Educational Coordination, Junior Colleges, Models, Organizational Effectiveness, Research Projects, *Vocational Education, Vocational High Schools

Identifiers—*Coordinating Councils, *Florida

The purpose of this project was to design six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida community colleges. Surveys were made of all 28 councils and from the analyses six representative sites were selected in which to develop and test each model. The six pilot councils were then compared with councils not in the project on effectiveness criteria taken from the State Board Rules to determine how effectively the councils operate. It was concluded that councils are more effective in terms of fulfilling their State Board of Education Rule-designated responsibilities when they develop and implement an operating model stating council objectives and organizational procedures. Appendixes A and B, the first two of eight appendixes to this final report, comprise 129 of the 152 pages in this volume. Appendix A contains the project flow chart and a questionnaire and resource guide intended to aid the coordinating councils to develop new procedures or to refine existing procedures. Appendix B contains the project evaluation plan, information on the Process-Progress Inventory (PPI) (which is developed from the stated goals, objectives, and strategies of each council's model to help councils establish a systematic examination of their objectives), the PPI questionnaire to facilitators, and the responses of six council's to the PPI. (Appendixes C through H are bound in a separate volume.) (HD)

(888)

ED 138 769

Mills, Joe D. And Others

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils. Final Report. Volume Two.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.; University of South Florida, Tampa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50092

Pub Date 14 Dec 76

Grant—G007500436

Note—163p.; For a related document see CE 010 925

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrative Organization, Adult Education, *Community Colleges, Community Services, *Delivery Systems, *Educational Administration, *Educational Coordination, Junior Colleges, *Models, Research Needs, *Vocational Education

Identifiers—*Coordinating Councils, Florida

This volume contains six of the eight appendixes to the final report of a project that designed and tested six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida community college districts. Appendix C contains the Facilitators' Project Impact Questionnaire and the Delphi Study to Generate Data for the Coordinating Council Development. Appendix D contains the six models that were developed. Appendix E is a listing of project contributors. Appendix F contains the diffusion and dissemination plan for coordinating council development project products. Appendix G contains a listing of topics related to coordinating council operation that is suggested for continued research. Appendix H contains a list of published articles for the project and a list of conferences at which project presentations were made. (The body of the report and appendixes A and B constitute Volume I). (HD)

(889)

ED 150 454

Kumar, Vasant

Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Grant—G007604416

Note--97p.; For a related document see CE 014 522 ; Some parts of appendix may not reproduce clearly

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Access to Education, *Adjustment Problems, Administrator Attitudes, Adult Education, *Attitudes, Educational Assessment, *Educational Methods, Educational Needs, Educational Problems, Effective Teaching, Employment Problems, *Handicapped, Handicapped Students, Information Needs, School Districts, Surveys, Teacher Attitudes, Teaching Methods, Teaching Techniques, Technical Education, *Vocational Education

Identifiers—*Wisconsin

Findings relating to two of Project PEP's objectives are dealt with in this report: (1) to evaluate special needs projects in the areas of agriculture, business, home economics, trades and industry, health, distributive education, and prevocational programs at the sixteen vocational, technical, and adult education (VTAE) schools in Wisconsin to discover which techniques were successful in the instruction of the handicapped, and (2) to analyze and report on the barriers in Wisconsin VTAE schools which prevent the handicapped from enrolling in or completing vocational training programs. (Project PEP--Program Evaluation and Planning--involves evaluating current vocational programs and identifying handicapped students and their vocational needs for the period 1977-1982.) Following the introductory chapter, chapter 2 describes the project methodology, which involved a literature search, site visits to each of the sixteen VTAE districts, and administering the Techniques and Barriers Survey, compiled by the project and including four parts covering personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs. The interpretation of the data on personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs is presented in chapters 3 through 6 respectively. Chapter 7 contains a summary and a list of recommendations. Nineteen data tables supplement the text. (SH)

(890)

ED 151 574

Collins, Charlene R.

A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60261

Pub Date 30 Sep 77

Grant—G007603722

Note—103p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Problems, Administrator Attitudes, Adult Educators, *Adult Vocational Education, Communication Problems, *Cooperative Education, Cooperative Programs, Educational Coordination, Educational Finance, Educational Practice, *Educational Problems, Junior Colleges, *Post Secondary Education, *Program Administration, Program Coordination, Program Evaluation, Public School Adult Education, *School Statistics, State Surveys, Teacher Attitudes, Technical Institutes, Vocational Education, Vocational Education Teachers, Work Experience Programs

Identifiers—Colorado

A study was undertaken to identify (1) the number and types of cooperative vocational education programs offered by postsecondary institutions to students in Colorado and (2) the variables that affect these programs. A two-part survey was conducted at forty-four postsecondary public institutions which included community-junior colleges, area vocational-technical schools, and local school districts with adult vocational education programs. The first part was mailed to the administrators of these institutions while part 2 was sent to the cooperative vocational coordinators. The findings were these: (1) There is an increase in the number of students enrolled in cooperative vocational education programs at the postsecondary level in Colorado; (2) heavy teaching load, insufficient coordinating time, and distance the coordinator must travel are the major problems identified by coordinators; (3) a breakdown in communications within institutions and within the state was a major problem in gathering valid data; (4) the lack of agreement on terminology is a significant factor in communications breakdown; (5) the current full-time equivalent student (FTE) funding is a deterrent to the expansion and implementation of cooperative education programs; and (6) conferences and workshops have brought about a nucleus of well-informed leaders within the state to promote cooperative education at the postsecondary level. (Parts 1 and 2 of the survey form are appended.) (EM)

(891)

ED 151 575

Peart, Edna E.

An Assessment of Characteristics of Cooperative Agreement between Postsecondary Educational Institutions and Business, Industry, and Labor. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60261

Pub Date 30 Sep 77

Grant—G007603722

Note—138p.; For a related document see CE 015 234

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Vocational Education, *Contracts, *Cooperative Education, *Cooperative Planning, Cooperative Programs, Educational Accountability, Educational Alternatives, Educational Coordination, Educational Improvement, *Educational Practice, Job Training, National Surveys, Post Secondary Education, *School Industry Relationship, State of the Art Reviews, State Surveys, Work Experience Programs

Identifiers—Colorado, United States

A descriptive study concerning adult cooperative education was conducted to identify types of cooperative agreements, some of the most common elements found on written agreement forms and whether these elements can be considered essential to any agreement, discrepancy between what is advocated in the literature concerning cooperative agreements and what is being practiced, and alternatives to writing formal written agreements. Sixty-three agreement forms were collected through (1) interviews and surveys of representatives from various agencies, postsecondary institutions having adult cooperative education programs, and proprietary schools in Colorado, (2) a national survey of postsecondary cooperative education directors, and (3) the literature review. The conclusions were as follows: (1) Five types of postsecondary level cooperative education agreements exist: ap-

prenticeship, work-study, traditional, behavioral objective, and Civil Service; (2) although the essential characteristics which constitute an agreement were not determined, ten related categories were developed which could serve as a guide for constructing agreement forms; (3) the literature advocates that agreements be written but a substantial number of cooperative education programs rely on oral agreements; and (4) alternatives to writing agreements include the matching of the students' competencies to the employer's job description. (The survey forms, a frequency chart of agreement characteristics, and several agreement forms are appended.) (EM)

(892)

ED 153 050

Russell, Earl B. And Others

Competency-Based Adult Vocational Education Programs: A National Survey. Research and Development Series No. 131.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60237

Pub Date Jan 78

Grant—G007605788

Note—140p.; For related documents see CE 015 755-758

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($9.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Vocational Education, Advisory Committees, Behavioral Objectives, Business, Criterion Referenced Tests, *Educational Practice, Enrollment, Job Placement, National Surveys, Noncredit Courses, *Performance Based Education, Private Agencies, Private Schools, Program Content, *Program Descriptions, Program Design, Program Length, Proprietary Schools, Public Schools, Sex (Characteristics), Vocational Followup

Identifiers—United States

A national survey was conducted to identify the characteristics of specific competency-based adult vocational programs in both the public and private sectors. Through a variety of procedures approximately 1,900 persons were nominated as contacts for program information on all day and/or evening non-credit programs in any type of school or training facility. A questionnaire developed with the services of a national panel of consultants contained nineteen items (descriptors) basic to competency-based instruction, a number of demographic program questions, and six open-ended criterion questions. Questionnaires were sent to 1,657 potential respondents and, after a mail follow-up and a telephone follow-up, 277 usable returns were received. Approximately 72% of the returns were from the public sector and 28% from the private sector (a majority of these from proprietary schools). Several comparisons were made between public and private sectors, and descriptor scores were compared with other variables in the survey. Other analyses included linear regression and canonical correlations to determine the descriptors and criterion questions most closely related to strong programs. One major conclusion was that relatively few high quality programs exist. Complete findings and ten specific recommendations are presented. (JT)

(893)

ED 153 051 08

Russell, Earl B. And Others

Identification and Analysis of Competency-Based Adult Vocational Education Programs. Final Report. Research and Development Series No. 132.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60237

Pub Date Jan 78

Grant—G007605788

Note—54p.; For related documents see CE 015 755-758

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.25)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Vocational Education, Business, Directories, *Educational Practice, *Information Dissemination, National Surveys, *Performance Based Education, Private Agencies, Private Schools, Proprietary Schools, Public Schools, Workshops

This final report from a project to identify and analyze competency-based vocational education programs in the U.S. presents an overview of the whole project and includes the literature review and summary of findings. The literature is reviewed under six headings: the nature of competency-based education (CBE); application of CBE to adult vocational programs; developing and implementing CBE; the use of CBE in business, industry, and labor training; problems involved with CBE; and favorable aspects of CBE. This document summarizes project activities reported separately, including the national survey of competency-based adult vocational instruction in the public and private sectors (complete report, CE 015 756), development of the "National Directory of Selected Competency-Based Adult Vocational Education Programs" (CE 015 755), planning and operation of the project's national dissemination workshop (proceedings, CE 015 758), and supporting activities. Following a brief summary of findings, the major conclusions are stated: (1) The quality and extent of competency-based adult vocational instruction appears to be greater in the public than in the private sector; (2) instances of high quality instruction are infrequent in either sector; (3) persons operating such programs are working, for the most part, in isolation from other adult educators; (4) programs are developed primarily from the initiative of a single instructor; and (5) too many programs purported to be competency-based fail to provide adequately for pre-assessment, progression when objectives are achieved, learning alternatives, and open entry/open exit format. (JT)

(894)

ED 157 030

James, Bubby M.

Development of a Vocabulary Building Program for Vocational Education Students.

Pub Date [78]

Note—13p.; Report prepared at South Plains College

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Reading Programs, *Context Clues, Post Secondary Education, *Reading Centers, *Reading Improvement, Reading Programs, *Technical Education, *Vocabulary Development, *Vocational Education, Vocational Schools

In view of the fact that vocational education students want only the essentials of the reading curriculum, the reading center at Eastern New Mexico University (Roswell) began a program of direct vocabulary building. This method stresses application of words to be learned, making them function for the learner, as well as a high interest factor. Vocabulary was determined to be the greatest source of reading difficulty for these vocational students, although an underlying principle of the program is the assumption that not all learners need to learn the same vocabulary. The program was organized on the principle that the meaning of the unfamiliar word should be obtained through context, thus helping the student to see the relationship of the word to his or her technical interest. Of the three phases of instruction, two are not required for all students, although the technical vocabulary unit is mandatory. Phase one guides the students through chapters by means of audiotape, calling attention to unfamiliar general vocabulary terms. Phase two consists of a diagnostic pretest, a vocabulary contextual teaching session, and an evaluative posttest. The third phase is designated for technical vocabulary development. Students who have used the program have developed both in vocabulary and in technical ability. (DF)

6550
Unskilled, Low Aptitude, Disadvantaged

(895)

ED 110 689

Basic Education in Manpower Programs: The R & D Experience. Manpower Research Monograph No. 38.

Manpower Administration (DOL), Washington, D.C.

Pub Date 75

Note—57p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.15)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—*Adult Basic Education, Adult Education, *Program Descriptions, *Teaching Methods

The report relates the experience of contractors with the Manpower Administration of the Department of Labor in providing adult basic education to manpower program clients in research and demonstration projects. It summarizes the findings and progress of several experimental projects from the initial efforts under the Manpower Development and Training Act of 1962 to those still underway as the Comprehensive Employment and Training Act of 1973 came into force. Drawing on experiences from the programs described, the focus of the report is on ways to provide adults with academic skills. Among the topics considered are: individualized instruction, programed instruction, diagnostic and evaluative tests, learning motivation, behavioral objectives, learning environment, teacher training, use of tutors, counseling and supportive services, English as a second language, and projects of special significance. The report points to many unresolved problems and to the need for further research to document the teaching techniques, materials, and environments that work best for particular kinds of clients. Appended are brief discussions of related activities in manpower programs administered by the Department of Labor and of relevant research by the Office of Education. (Author/PR)

6575
New Careers, Aides, Paraprofessionals

(896)

ED 137 545

Morton, J.B. And Others

Part-Time Adult and Employer Evaluation.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date Feb 77

Note—41p.

EDRS Price MF-$0.83 HC-$1.86 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, *Educational Assessment, *Employer Attitudes, Graduate Surveys, Part Time Students, Program Evaluation, *State Programs, State Surveys, Student Attitudes, *Vocational Followup

Identifiers—*Oklahoma

An evaluation study assessed the part-time vocational training courses offered to adults by the Oklahoma State Department of Vocational and Technical Education for training or retraining purposes in order to prepare people for a new occupation. The three objectives were to determine if the present system of gathering followup data is adequate considering cost for methods, to determine from the graduates their evaluation of the program's curriculum, facilities and equipment, instruction, and placement assistance, and to determine from employers their evaluation of the adult students' quality and quantity of work, and the students' skills and abilities in the occupation. The population consisted of all completers enrolled as preparatory students (those training or retraining for a job) in part-time adult classes during fiscal year 1975 (5,673 adults). The survey, based on a stratified random sampling technique, produced 660 questionnaire responses from completers of seven different vocational programs in 45 separate school sites. The employer survey, limited to employers of those

completers that were working in the field for which trained, produced 125 questionnaire responses. The dominant conclusion was that most of the students and their employers are very satisfied with part-time adult preparatory training in Oklahoma. Significant results are summarized in six separate sections of the report: Part-time Adult Completers, Employed Part-time Adult Completers, Comparison of Employed Completers Related and Unrelated, Employer Survey, Health Occupations Completers, and Nurse Assistants. Recommendations are included. (WL)

6800
Clerical, Sales

(897)

ED 147 444

Haven, Kitty G.

A Plan for Individualizing and Systematizing an Advanced Typewriting Course for Adults.

Pub Date Apr 77

Note—49p.; Master's Thesis, University of Hawaii

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Business Education, Business Skills, Course Organization, Curriculum Design, *Curriculum Development, *Individual Instruction, Individualized Instruction, *Part Time Students, Post Secondary Education, Student Evaluation, *Typewriting

This thesis reviews activities of a study to develop a systematized course for teaching advanced typewriting on an individual basis to part-time adult students. The introduction presents a rationale for the study and section 1 presents the purpose of the study and definition of terms. Section 2 describes the data gathering procedures, and section 3 presents a review of related literature, including material on understanding the adult learner, meeting the needs of the adult learner, application of individualized instruction to typewriting, and implementing systematic instruction in advanced typewriting. Section 4 contains a twenty-page description of a plan for individualizing and systematizing an advanced typewriting course for adults, including a student questionnaire, pre-assessment inventory, and outlines for eight units of instruction, with each unit containing the purpose of the unit, unit objective and evaluation, unit content, and supplementary and enrichment resources. Recommendations are presented and include conducting inservice workshops or seminars for business education teachers and administrators to offer assistance in developing adult courses and understanding the adult learner. (BL)

6700
Agriculture, Home Economics

(898)

ED 113 594

Evaluation of the Farm Training Program in Wisconsin. Final Report.

Fox Valley Vocational, Technical, and Adult Education District, Appleton, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-173

Pub Date Jun 75

Note—19p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Adult Farmer Education, Agricultural Education, Educational Assessment, *Participant Satisfaction, *Program Evaluation, Program Improvement, Questionnaires, State Programs, *State Surveys, *Supervised Farm Practice, Teacher Response

Identifiers—Wisconsin

The final report presents the findings of an evaluation project set up to obtain reactions to the farm training program in Wisconsin from trainees and instructors. Two hundred and fifty farmers were selected for personal interviews on their respective farms. Each interview session lasted approximately 50 minutes. Data were obtained from the instructors by use of survey questionnaires and from open meetings. Some of the major recommendations based on the findings were: (1) Many on-the-farm jobs could be taught to groups of three to five farmers instead of individually; (2) the farm training program could be extended beyond the five years by offering special classes in each district taught by specialists; (3) more mechanics should be offered in the regular farm program; (4) a crash program in every district and at State level should be developed to update instructors in the skills they need in order to have a quality program. (VA)

(899)

ED 119 620

Holzbauer, Ida Florell, Robert J.

A Comparative Analysis of Four Individualized Instructional Delivery Systems with Adult Learners. Final Report.

Nebraska Univ., Lincoln. Cooperative Extension Service.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date Dec 75

Note—273p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage

Descriptors—Adult Education, *Agricultural Chemical Occupations, Agricultural Education, Audiovisual Instruction, Comparative Analysis, Curriculum Development, *Delivery Systems, *Educational Methods, Educational Research, Educational Strategies, Farmers, Individualized Instruction, Instructional Design, *Methods Research, Multimedia Instruction, *Pesticides

Because many pesticides are potentially injurious to their users and can have a deleterious effect on the environment when misused, the Environmental Protection Agency has restricted the use of some chemicals to certified users only. A program was developed to assess the need for training in pesticide use, to develop the necessary curriculum, to conduct a pilot training program, and to assess the results and the costs. Four instructional delivery systems (conventional reading, slide-tape, printed/programed, and audio-assisted) were developed to teach a curriculum centered around: (1) common pests, (2) label reading, (3) calibration, (4) environmental considerations, and (5) basic safety. Effectiveness Tests were statistically analyzed, and the audio-assisted method was shown to be significantly inferior to the other three methods. A discussion of the research methodology and statistical results are provided, and the appendix includes extensive samples of the experiemntal curricula. (EMH)

(900)

ED 133 592

Ahrens, Donald L. And Others

Determining Adult Agribusiness Training Needs. Final Report.

Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No—VT-103-317

Bureau No—01-038-151-226

Pub Date Jun 76

Note—93p.; Several pages may not reproduce well due to faint, broken type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Vocational Education, *Agribusiness, Agricultural Engineering, *Agricultural Occupations, Agricultural Production, Animal Science, *Educational Needs, *Employer Attitudes, *Manpower Needs, *Occupational Surveys, Soil Science

Identifiers—Wisconsin

The purpose of the study was to: (1) identify the agribusiness firms within Wisconsin's Vocational-Technical and Adult Education (VTAE) District One, (2) identify the occupations of those employed in the industry, (3) identify present and future employment need for identified skills along with training needs for those currently employed in agribusiness occupations, and (4) integrate the data for program planning. Job titles were defined in each of 26 agribusiness categories and a total of 1,428 firms in the categories were randomly sampled to determine the current number of employees, vacancies, expected employment increases, training required for the job, and potential extension courses in business, animal science, crops, soils, and agriculture engineering. An agribusiness directory of 38 pages was compiled, giving the agribusiness industry, name, address, and telephone number of each employer by type of business. Summaries of survey data showing employment and educational training needs are presented in 17 tables. The survey instrument and other project data are appended. (MF)

(901)

ED 134 707

McCracken, J. David, Comp.

Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—144p.; For related documents see ED 110 660 and ED 114 635

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Farmer Education, Adult Programs, Adult Vocational Education, Agribusiness, Agricultural Colleges, *Agricultural Education, *Agricultural Occupations, Developing Nations, Educational Development, *Educational Research, *Extension Education, Instructional Materials, Job Skills, *Program Evaluation, Research Reviews (Publications), *Vocational Agriculture Teachers, Vocational Education

Identifiers—United States

This second annual national compilation of agricultural education research and development activities includes abstracts of studies completed from July 1, 1975, to June 30, 1976. Represented in the studies are 89 masters theses, 47 doctoral dissertations, 2 specialist papers, and 31 staff research studies. The 169 studies are arranged alphabetically by State and alphabetically by author within States. A subject index, using ERIC (Educational Resources Information Center) descriptors, is used. Each summary is presented in a three-part organizational style which includes purpose, method, and findings. The report includes the name of the author of the 1976-1977 compilation. Also included and arranged alphabetically by State are 92 studies reported in progress during 1976-1977. A table is appended which lists ED (ERIC Document) numbers for previous summaries of studies in agricultural education (1968-1974). (LAS)

6900 LIBERAL EDUCATION

(902)

ED 114 540

Mocker, Donald W., Ed. Jones, William C., Ed.

Why Teach the Humanities to Adult Basic Education Students?

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Missouri State Committee for the Humanities, Jefferson City.

Pub Date Jun 75

Note—39p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Basic Education, *Adult Students, Anthologies, Cultural Background, *Curriculum Development, Ethnic Origins, Humanistic Education, *Humanities, Humanities Instruction, Individualism, Productive Living

The publication contains an article on curriculum selection in adult basic education (ABE), three presentations on the humanities and ABE, and a concluding commentary. An introductory article, "Criteria for Selecting Curriculum in Adult Basic Education" by Donald Mocker, emphasizes the need for broader criteria for selection of ABE curriculum. These papers, authored by educators of diverse backgrounds, address the question of what is basic in the humanities and why this must be included as part of the ABE curriculum. The papers, presented as part of a 1975 "town meeting," are: "Why Not Teach the Humanities to ABE Students?" by H. Bruce Franklin, "The Humanities in ABE: A Means of Achieving Productive Individuality" by Carmen Rodriguez, and "The Humanities: A Brief View of Potential Power" by Walter Bradford. The commentary on the three addresses is by William Jones. The authors stress that there are individual rights to full development of human potential and that human potential can best be understood through the humanities. The articles call for ABE learners to demand that they be given an education which nurtures cultural and ethnic pride. Objections are raised toward institutional goals of ABE and the narrow conceptualization of ABE and the adult basic learner. (EA)

(903)

ED 122 046

Carlson, Robert A.

Liberal Adult Education Adapts to the Technological Society: Case Study of West Germany's Adult Education Centers (Volkshochschulen).

Pub Date [76]

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Development, *Adult Education Programs, Adult Vocational Education, Change Agents, *Comparative Education, Educational Administration, Educational Change, Educational Demand, *Educational Philosophy, Educational Policy, Educational Theories, *Educational Trends, *Foreign Countries, General Education, International Education, National Programs, Political Influences, Program Content, Socioeconomic Influences

Identifiers—*West Germany

The report, based on a six-month study as a participant-observer, discusses developments now under way in West Germany's Adult Education Centers movement. The article offers a comparative approach that takes account of trends in Europe and North America. It puts these developments into a philosophical framework, noting that Germany may provide a real-life example of the dangers of which such prophets of adult education as Paulo Freire, Ivan Illich, and John Ohliger have been warning. There is a struggle to maintain balance between the liberal and the "practical." Interest in meeting economic needs has meant a move of the centers into considerations, planning, and some implementation of vocational training and professional upgrading. This, in turn, is having a deep influence on the climate of learning in more and more center classes. The trend in the German Adult Education Centers is clearly away from learning "as" experience and toward learning "from" experience. The latter is tended as substantial and structured knowledge measurable as to the quality of standard achieved by the learner. Learning "as" experience is downgraded as dilettantism. The report is a questioning, disturbing account of what clearly is happening in Germany and of what could happen here. (Author/LH)

(904)

EJ 180 893

Liberal Education: Is It Elitism? Gnagey, Theodore P., *Lifelong Learning: The Adult Years*, v1 n7, pp10-2,31, Mar 78

*General Education, *Humanities, *Relevance (Education), *Student Needs, *Educational Accountability, Educational Trends, National Surveys, Secondary Education, Language Development, Adult Education

The classics are often neglected because modern educators consider them irrelevant. Yet, studying the classics facilitates mastery of standard English and stimulates intellectual awareness, both necessary to compete satisfactorily in the United States. Furthermore, liberal education stimulates students to continue learning. Adult schools, along with others, should provide liberal studies. (EM)

6950 HEALTH, MENTAL HEALTH

(905)

ED 135 008

Communicating: How? A Manual for Mental Health Educators.

National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 75

Note—126p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Communication (Thought Transfer), *Community Education, Community Service Programs, *Mass Media, Media Research, Program Descriptions, *Psychological Services, *Publicize, *Social Services

Identifiers—*Alternatives Project (Kentucky)

The Alternatives Project, a 60-week, mass media, mental health education project, had as its goals community education and increased public awareness of mental health facilities in the community. Sponsored by the River Region Mental Health/Mental Retardation Board in Louisville, Kentucky, the program made use of creatively produced, coordinated media coverage of community needs and social services. An interdisciplinary team, composed of mental health specialists, professional communicators from an advertising agency, and evaluation specialists, developed the concept. This volume details the following aspects of the project: background, development, budgeting, the role of the mass media and of the advertising agency, and evaluation design. In addition, the use of supportive public information, newspaper ads, radio and television spot scripts, and billboards and posters is described. Finally, a discussion of the project's impact on the River Region organization, a media evaluation of the project, and a summary of general results are provided. (KS)

7000 HOME, MANAGEMENT, CONSUMER EDUCATION

(906)

ED 110 844

Mortvedt, Marjory M.

Evaluation of the Use of Group Dynamics Training in the Expanded Food and Nutrition Education Program.

Pub Date 17 Apr 75

Note—31p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 17, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Education Programs, *Adult Educators, Educational Research, *Extension Education, *Group Dynamics, Group Instruction, Group Membership, Interaction Process Analysis, Low Income Groups, Participant Characteristics, Speeches, Teaching Methods

Identifiers—EFNEP, Expanded Food and Nutrition Education Program

The paper evaluates the use of group dynamics training for Expanded Food and Nutrition Education Program (EFNEP) aides in Ohio and assesses low income homemakers' adoption of group participation. The treatment group of aides was given week-long experimental group dynamics training which was coupled with nutrition and money management subject matter. A second group participated in two, day-long group dynamics training sessions, and a third group had no training in group dynamics except for a brief introduction. The aides studied were the total population of EFNEP aides in three Ohio Extension areas. Aides in the first two groups registered an increase in positive attitude toward group teaching over time. The second and third groups registered an increase in knowledge of group dynamics methods over time whereas the first group remained stationary. Regarding adoption of group methodology, the treatment group significantly attained the training objectives. The data indicate, however, that other factors besides training can influence aide adoption of group methodology. The data also show a substantial proportion of low income EFNEP homemakers desire some kind of group activity, especially rural women, metropolitan black women, and women with few years of schooling. (JR)

(907)

ED 136 535

Consumer Education Program for the Developmentally Disabled Adult.

Pub Date [75]

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adults, *Consumer Education, *Developmental Disabilities, *Economically Disadvantaged, *Educable Mentally Handicapped, *Learning Activities, *Lesson Plans, Mentally Handicapped, *Money Management

Outlined is the content of a consumer education course for low income and educable developmentally disabled adults. The program is divided into four concept areas (lesson topics are in parentheses): decision making (values and goals, and needs and wants); money management (values of money, the budget or spending plan, and the savings plan); wise buying (clothing, personal needs, personal luxury, food, consumer protection, and shoplifting); and personal security (types of available insurance, types of credit, and contracts). A statement of lesson objectives, a list of activities, suggestions for evaluation, a summary, a list of visuals used, and a bibliography are provided for each concept area. (SBH)

(908)

ED 143 824

Leidenfrost, Nancy B. And Others

Paraprofessionals in Home Economics Programs for Low-Income Families.

Extension Service (DOA), WAshington, D.C. Div. of Home Economics.

Report No—PA-1173

Pub Date Mar 77

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Vocational Education, Community Involvement, Curriculum Guides, Educational Objectives, Extension Education, *Home Economics, *Job Training, *Low Income Groups, Needs Assessment, *Paraprofessional Personnel, Personnel Evaluation, Person-

nel Selection, *Program Content, *Program Development, Program Evaluation, Program Planning, Recruitment, Teacher Education, Teaching Guides, Teaching Techniques

This booklet was developed as a guide for home economists who are responsible for teaching paraprofessionals (individuals who usually have no college degree and are trained and supervised by county home economists) how to teach low-income families. The content is in seven short sections: (1) Planning the Program discusses available resources, understanding your audience, determining objectives, community involvement, program records, and compliance with federal employment regulations; (2) Employing Paraprofessionals covers job descriptions, recruiting, interviewing applicants, selection criteria, notifying applicants, and an employee handbook; (3) Training Paraprofessionals discusses designing and implementing the training curriculum; (4) Reaching The Audience presents information on teaching paraprofessionals how to find and recruit clientele; (5) Teaching Low-Income Families discusses understanding the learner, identifying the learner's needs and interests, and teaching techniques; (6) Supervision covers the supervisor's role, employee morale and job satisfaction, rules, autocratic versus human relations approach, counseling interviews, performance appraisals, and rewarding paraprofessionals; (7) Evaluating the Program discusses what evaluation is, steps in evaluating, and evaluation tools and techniques. An appendix includes steps for gaining community support of the program; sample employment application; self-evaluation form for aides; hierarchy of human needs (suggestions for teaching); supervisor's form for evaluating an aide's performance; and a food behavior check list. (EM)

(909)

ED 151 554

Dougherty, Barbara B., Comp.

Wisconsin: Consumer and Homemaking Programs. Compilation of Program Procedures, Educational Strategies, and Teaching Materials Related to Consumer and Homemaking Disadvantaged Programs in Wisconsin. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—19-002-151-527

Pub Date 30 Jun 77

Note—200p.; ; Parts may reproduce poorly due to colored background

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activities, Adult Education, Ancillary Services, Attendance, *Consumer Education, *Demonstration Projects, *Disadvantaged Groups, *Homemaking Education, Interagency Cooperation, Objectives, Parent Education, *Program Descriptions, Program Effectiveness, Program Evaluation, Resource Materials, Staff Utilization, Student Recruitment, Vocational Education

Identifiers—Wisconsin

Designed to be a source of programming information, this document summarizes the educational efforts by Wisconsin's sixteen Vocational, Technical, and Adult Education (VTAE) districts to help meet consumer and homemaking education needs of disadvantaged groups. The project supported by each district is described in the following format: project title, target population(s); major objectives; staffing; inter-agency cooperation; student recruitment and attendance; major activities; ancillary services; evaluation; indicators of project effectiveness; special notes of interest; and selected resource materials. A brief listing of other projects and a map of Wisconsin's VTAE districts are also included. (BM)

(910)

ED 151 558

Hughes, Lois Dougherty, Barbara

Determining Expressed Inservice Needs of Wisconsin Secondary and Post-Secondary Vocational, Technical, and Adult Education Teachers in Home Economics Related Areas. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Bureau No—19-023-151-185

Pub Date 30 Jun 75

Note—105p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin--Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 (No. 151, $3.00)

Document Not Available from EDRS.

Descriptors—Adult Educators, Educational Attitudes, *Educational Interest, *Educational Needs, Educational Opportunities, Educational Research, Faculty Development, Home Economics, *Home Economics Teachers, Inservice Programs, *Inservice Teacher Education, Needs Assessment, Post Secondary Education, Program Planning, Public Schools, Secondary Education, State Surveys, *Teacher Attitudes, Teacher Motivation, Vocational Education Teachers, Vocational Schools

Identifiers—Wisconsin

A study was conducted to determine the felt needs of Wisconsin home economics teachers for inservice education as a basis for designing educational programs to meet these needs. The population consisted of 1,278 home economics public school teachers and 1,410 vocational, technical, and adult education (VTAE) teachers of home economics related areas. The respondents were asked for information regarding attitudes about inservice education, types of inservice education opportunities, possible time periods for inservice education programs, and categories of topics for inservice education programs (curriculum content, teacher activities, and professional concerns). Thirty-one conclusions were drawn from the responses of 1,104 public school home economics teachers and 787 VTAE teachers. Some of these conclusions follow: (1) inservice programs developed for home economics teachers should be planned primarily for home and family living programs; (2) due to the small number of teachers of occupational programs, inservice programs need to be planned to facilitate attendance by specialized teachers in an accessible geographical location; and (3) inservice education programs need to be planned in order to stimulate interest and communicate concerns and plans of action related to occupational programs. (Forty-seven data tables are included. The survey form is appended.) (EM)

(911)

EJ 150 994

Identifying Adult Learner Needs Beavers, Irene; Burris, Helen, *Illinois Teacher of Home Economics*, v20 n2, pp94-96, Nov-Dec 76

*Needs Assessment, *Adult Education, *Home Economics Education, Adult Students, Educational Needs, Research Methodology, Adult Learning

In the context of home economics education for adults, the authors discuss the definition of need and how to assess needs in ways useful for program development. (JT)

7020 FAMILY, PARENT EDUCATION

(912)

ED 122 074

The Roles and Responsibilities of Adult Education Within Parent/Early Childhood Education. Position Paper.

National Advisory Council on Adult Education, Washington, D. C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-714

Pub Date Oct 75

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Adult Education, Adult Educators, Advisory Committees, Community Programs, Community Resources, Delivery Systems, *Early Childhood Education, Educational Needs, Educational Policy, *Educational Responsibility, Family Life, *Family Life Education, National Organizations, Neighborhood Centers, *Parent Education

The position paper examines the roles and responsibilities which adult educators might assume in parent and early childhood education. Written in response to the widely-held view that the American family today is beset by serious problems, the paper attempts to explore, sensitize, and inform the adult education profession of the possibilities available to assist parents in their critical role of child raising. It is felt that adult education can provide delivery systems, coordinate activities, and identify existing resources and processes for finding solutions. The neighborhood-based family resource delivery system is recommended by the council as the optimal means for meeting the needs of the family unit. It is conceived as a locally based, problem identification and solving mechanism, using local resources and involving the family itself in the problem-solving process. (NJ)

(913)

ED 131 920

John, Thomas

Lenox Early Childhood Outreach Program for Parents: An Evaluation Study. Final Report.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 15 Jul 76

Contract—0684-AA-MS-O-6-GA

Note—49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Compensatory Education, *Early Childhood Education, Evaluation Methods, Family Environment, Home Programs, Learning Activities, Low Income Groups, *Outreach Programs, Parent Attitudes, *Parent Education, Parent Participation, Parent Role, Parent School Relationship, *Preschool Programs, *Program Evaluation, Program Improvement, Questionnaires, Role Models, Teacher Attitudes, Tutors

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Lenox Early Childhood Outreach Program for Parents

This is an evaluation study and final report on the Lenox Early Childhood Outreach Program for Parents (LECOPP), a program implemented to correct educational problems among children in low-income families. Conducted from August 1975 through July 1976 at the Lenox Elementary School, the program focused primarily on training the parent to regularly provide informal learning experiences in the home for children from 2.9 to 3.9 years old who were eligible for prekindergarten classes the following September. The follow objectives of the program were established: (1) project children will achieve better in school, (2) the home environment will be reinforcing to the school environment, (3) teachers will work cooperatively with parents in pinpointing and meeting children's needs, (4)tutors will serve as models for parents as teachers and introduce preschool children to activities for increasing readiness skills, (5) parent-teacher aides will provide valuable assistance in the Child-Parent Center and serve as liaison between staff and community, and (6) the project director will assist parents in modifying their expectations so that school and home goals are more harmonious. Evaluation methods and procedures are described and teacher questionnaire and parent survey response findings are reported. Conclusions and recommendations are discussed. Appendices include both questionnaires. (MS)

(914)

ED 132 978

Development and Production Leading to a Television Series on Parent Education: Planning Report. Volume I.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.

Pub Date 29 Oct 76

Contract—300-76-0398

Note—88p.; For related document see IR 004 275

Available from—Applied Management Sciences, 962 Wayne Avenue, Suite 701, Silver Spring, Maryland 20910

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Citizen Participation, Cognitive Development, Discipline, Documentation, *Educational Planning, *Educational Television, Family Problems, *Family Relationship, *Parent Education, Parent Participation, Pilot Projects

Planning processes are described for the production of the pilots of a 20 episode educational television series for parent education. Dramatic episodes showing conflict in the lives of five fictional families form the basis for the planned series which is intended to educate 17-25-year-old parents to facilitate the growth and development of their children. The report includes: (1) definition of the conceptual framework, (2) the management plan showing organizational relationships between the three agencies and two citizen groups, and (3) the production plan for three pilot episodes with the themes "Discipline," "Cognitive Stimulation" and "Family Conflicts." The appendix describes the procedures used to document the planning process. (STS)

(915)

ED 132 976

Development and Production Leading to a Television Series on Parent Education: Planning Report. Volume II. Operational Plan.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.

Pub Date 30 Nov 76

Contract—300-76-0398

Note—198p.; For related documents, see IR 004 274

Available from—Applied Management Sciences, 962 Wayne Avenue, Suite 701, Silver Spring, Maryland 20910

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Community Relations, *Educational Planning, Educational Research, *Educational Television, Evaluation Methods, Family Problems, *Family Relationship, Field Studies, Financial Support, Marketing, Needs Assessment, *Parent Education, Parent Participation, Pilot Projects, Publicize

Processes are described which were used to continue the planning necessary for the production of a 20 episode educational television series for parent education. Dramatic episodes showing conflict in the lives of five fictional families form the basis for the planned series which is intended to educate 17-25-year-old parents to facilitate the growth and development of their children. The report includes: (1) a development for program content and related nonbroadcast materials; (2) a research and evaluation plan including needs assessment, laboratory, pilot and field testing; (3) a community relationships plan for outreach and publicity; and (4) a distribution and additional funding plan. (STS)

(916)

ED 140 022

Levine, Herbert A.

Paid Educational Leave. NIE Papers in Education and Work: Number Six.

Rutgers, The State Univ., New Brunswick, N.J. Labor Education Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Mar 77

Contract—NIE-P-76-0159

Note—55p.

Available from—U.S. Department of Health, Education and Welfare, National Institute of Education, Education and Work Group, Washington, D.C. 20208

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Programs, Comparative Education, *Continuous Learning, *Educational Opportunities, Educational Policy, Educational Practice, Educational Programs, Employer Employee Relationship, Financial Support, Government Role, Inservice Education, Inservice Programs, International Studies, Labor Education, Labor Unions, *Leave of Absence, National Programs, National Surveys, Off the Job Training, On the Job Training, *Released Time, School Industry Relationship

Identifiers—Europe, International Labor Organization, Organization for Economic Cooperation Development, United States

This report is a digest of a larger work, "Developments in Paid Leave of Absence," a report including case studies and analysis of the collective experience of nine European countries and the United States with paid educational leave. Section I defines paid educational leave as "leave given to an employee for educational purposes for a specified period during working hours, with adequate financial entitlements." Section II discusses developments within the International Labor Organization and that body's recent acceptance of a convention on paid educational leave. The history of the support of the concept by the Center for Educational Research and Innovation of the Organization for Economic Cooperation and Development is also recounted. Section III summarizes a study of the paid educational leave programs in 10 countries (Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United States, the United Kingdom, and Yugoslavia). Section IV reviews the interest shown, the perspective, the potential benefits, and the roles played by labor, management, government, and education with regard to paid educational leave as it developed in various countries. The final section highlights the potential significance of paid educational leave, recurrent education, and continuing education and offers some suggestions for adjustments in American educational policy and practice. A biographical note on the author is included. (LMS)

(917)

EJ 140 812

Literacy and Family Planning Behaviour of Rural Women Muley, Sumati, *Indian Journal of Adult Education*, v37 n1, pp9-10, Jan 76

*Family Planning, *Illiterate Adults, *Literacy, *Females, *Rural Population, *Comparative Analysis, Foreign Countries, Attitudes, Behavior, [*India (Uttar Pradesh)]

A study of women in a rural Indian state revealed that literate women (numbering 100) as compared to their illiterate counterparts (numbering 100) had more knowledge of the concepts and methods of family planning and had more favorable attitudes towards and a higher use rate of such methods. (MS)

7050 ARTS, CRAFTS, RECREATION—CONSERVATION ED. OUTDOOR ED.

(918)

ED 142 453

Russell, Robert

The Fun Bus: An Experiment in Nonformal Education through the Arts.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date 77

Note—45p.

Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($1.75 paperbound)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Community Development, *Community Problems, Community Programs, *Educational Innovation, *Local Issues, Municipalities, *Program Descriptions, Program Evaluation, *Theater Arts

A community development project employed the performing arts to focus community consciousness on local issues and problems in five towns in western Massachusetts. Performing artists and community development personnel organized town residents to hold workshops and, ultimately, theatrical productions to explore town issues. The team spent two weeks in each town. Concerns of program design included staff characteristics, training, and implementation procedures that depended on quick establishment of high quality relationships with townspeople. The area of western Massachusetts is described as rural but becoming populated by professional city workers who seek a quieter residence. Friction between natives and these newer residents was common. The fun bus program involved an advance team which visited each town several weeks before the arrival of the fun bus. The team made use of existing town communications channels to announce the bus' objectives, to gain support of a local organization and one local "academic humanist," and to arrange lodging. When the bus arrived, initial workshops were held to facilitate communication among townspeople and to identify important issues. Subsequent sessions focused on theatrical training for the program's culmination, the "town show." A review of problems cites a need to spend more time in each town, an internal fun bus staff facilitator, and a provision for follow-up discussion after each culminating town show. (AV)

7150 CROSS CULTURAL TRAINING

(919)

ED 117 427

Nirmi, John A.

Programs for Culturally Different Adults: The Potential of Outreach Centers.

Pub Date 20 Jan 76

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Basic Education, *Adult Education, *Community Colleges, Community Coordination, Community Resources, Cultural Awareness, Cultural Factors, Cultural Images, *Culturally Disadvantaged, Cultural Traits, Inservice Education, Needs Assessment, *Outreach Programs, Participant Involvement, Preservice Education, Teacher Education

Identifiers—*Outreach Centers

It is the undeniable responsibility of the community college to provide educational opportunities for all citizens in a community, including culturally different adults. In designing relevant outreach center programs for culturally different

adults, it is of utmost importance to determine the needs of the groups, to directly involve participants in the process, to explore their perceptions of reality, and to examine biases held by the dominant society. The logical starting point for program planning involves determining the group characteristics, which will vary from one group to another. The social-psychological characteristics of culturally different groups usually include low self-esteem, a high degree of dependency on others, and difficulties in communicating with the dominant society. The Martin Luther King Adult Education Center of Kankakee Community College, Kankakee, Illinois is a model outreach center that provides physical/socioeconomic/social-psychological support through its "success-oriented" program. Effectiveness of an outreach center will depend ultimately on the quality and dedication of the teaching/counseling/administrative staff, and on preservice and inservice training, which are vital teacher training components. Moreover, outreach centers need to coordinate their efforts with community libraries and learning centers in order to serve the needs of culturally different adults. (EA)

(920)

ED 121 964

Niemi, John A.

Some Facets of Cross-Cultural Communication and Their Implications for ABE and ESL Teachers.

Pub Date 11 Mar 76

Note—15p.; Speech presented at Northern Illinois Area Workshop: Adult and Continuing Education (Rock Island, Illinois, March 11, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, Adult Educators, Adult Students, Classroom Communication, Communication (Thought Transfer), *Communication Problems, Communication Skills, Cultural Awareness, Cultural Differences, *Cultural Pattern, Culture Conflict, *Disadvantaged Groups, Educational Problems, *English (Second Language), Interference (Language Learning), Language Research, Nonverbal Communication, Oral Communication, State of the Art Reviews

Identifiers—*Cross Cultural Communication

Adult educators, recognizing grade communication problems between members of middle-class society (to which most belong) and individuals from culturally different groups are attending to cross-cultural communication research. Vastly different perceptions of reality, shaped by distinctive value systems and attitudes, underlie the problems. Intersection fields of experience, necessary to communication, may be extremely limited. Nonverbal transmissions are highly susceptible to misinterpretation. Communication barriers include differences in native language, the severe language limitations the "hard core poor" suffers outside its milieu, and the unrecognized reliance of many groups on nonverbal communication. Implications for adult educators are: (1) they must understand the communication process; (2) they must realize that they perceive reality differently from their students; (3) they must respect the languages of culturally different groups; (4) they should not overlook the importance of relevant oral communication in the learning process; (5) they must be acutely aware of the nonverbal modes of communication; (6) they must understand proxemics (the study of human space needs); and (7) they must be aware of the negative implications of superordinate-subordinate communication patterns. Finally, adult educators must utilize the vast array of materials and media available to them. (Author/AJ)

(921)

ED 126 335

Ford, Claudette, Ed.

Training Workshops for Adult Education Personnel in Cultural and Ethnic Understanding. Final Report.

BLK Group, Inc., Washington, D.C.; Cablecommunications Resource Center, Washington, D.C.

Sponsoring Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 31 Mar 76

Contract—OEC-0-74-1926

Note—59p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, Adult Educators, *Cultural Awareness, Cultural Differences, Ethnic Groups, Federal Programs, Inservice Education, *Regional Programs, *Social Integration, Telecommunication, *Workshops

The Federally sponsored regional training workshops for adult education personnel in cultural/ethnic understanding were designed to increase the level of awareness of cultural/ethnic differences. A training design was developed following an analysis of the Culturally Oriented Teacher Education Materials developed by the Phelps-Stokes Fund, a review of literature and projects related to ethnic/cultural training, and site visits to six regional areas. Some issues identified in regional meetings were: part-time status of adult education positions, recruitment of target minorities, different socioeconomic factors within minority groups, poor whites as a minority group, lack of information about diverse cultures, and bi-cultural education versus acculturation. Workshops were held in Lansing, Michigan; San Antonio, Texas; Kansas City, Missouri; Denver, Colorado; San Francisco, California; and Seattle, Washington. A major part of the training design focused on the use of telecommunication as a training tool for raising cultural awareness. The training experience clearly indicated that a serious gap exists in cultural awareness for adult education personnel. Followup activities and ongoing programs were viewed as particularly important due to the large numbers of part-time adult education staff and the high turnover. (EA)

7200 LIFELONG LEARNING, RECURRENT EDUCATION, EDUCATION PERMANENTE

(922)

ED 111 749

Renwick, W. L.

Recurrent Education. Policy and Development in OECD Member Countries: New Zealand.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—43p.; For related documents, see SO 008 488 and ED 099 288

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D.C. 20006 ($2.50)

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Community Education, *Comparative Education, Continuation Education, *Continuous Learning, *Continuous Progress Plan, Developing Nations, *Educational Development, Educational Equality, *Educational Opportunities, Educational Programs, Elementary Secondary Education, Social Problems, Teacher Education

Identifiers—*New Zealand, Recurrent Education

One of a series on the state of recurrent education in OECD member countries, this report examines the educational programs of New Zealand in the context of both the educational objectives of the New Zealand government and the Centre for Educational Research and Innovation. Three major headings comprise the focus of the document: the New Zealand experience in attempting to achieve equality of educational opportunity, current policies for recurrent education, and emerging issues. The document begins with an introduction to the New Zealand background. Understanding the educational objectives and programs in New Zealand revolves around their contribution to equality of educational opportunity. Following the introduction, the current policies for recurrent education are examined, including consultative planning, educational planning, educational development, review of secondary and continuing education, community colleges, community education programs, labor market policies, and financial assistance for study and training. The third section of the document examines emerging issues in New Zealand education, including teacher education, the profession of continuing educators, learning materials for adults, the extension function, educational entitlement, and target groups. (Author/JR)

(923)

ED 113 506

Permanent Education, A Framework for Recurrent Education: Theory and Practice.

Council of Europe, Strasbourg (France).

Pub Date 75

Note—32p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Adult Education, Articulation (Program), *Continuous Learning, *Educational Experiments, Foreign Countries, Political Influences, Social Factors

Identifiers—Council of Europe, *Recurrent Education

The report provides an account of the work accomplished and the publications produced by the Council of Europe since 1967 concerning permanent education. Part 1 examines the historical perspective of permanent education, its development within the Council of Europe, and the implications of the principle of recurrence for other stages of the education system. Part 2 summarises and assesses the 16 experiments which were conducted by the Council for Cultural Cooperation of the Council of Europe in various member countries as concrete examples of the principles of permanent education. Three key problems have emerged as themes in the council's analysis of the experimental projects: the problem of integrating mutually influencing but separate levels of education as well as educational activities with other aspects of human life, the potential conflict between individual development and social constraints, and the political problem of not being able to alter the educational system without modifying sociopolitical structures. Part 3 is directed toward the development of recurrent education as a new approach to adult education. Issues examined include individual needs, structural changes, course content, teaching/learning methods, unit/credit system, and costs. (EA)

(924)

ED 114 482

Lifelong Education: Conditions, Needs, Resources: Volume 2.

Australian Association of Adult Education.

Pub Date Jan 74

Note—99p.

Available from—Australian Association of Adult Education, Box 1346, Canberra 2601, A.C.T., Australia (A $3.00)

Document Not Available from EDRS

Descriptors—Administrative Organization, Adult Learning, Community Organizations, *Conference Reports, *Continuous Learning, Educational Facilities, *Educational Needs, *Educational Resources, Financial Support, *Foreign Countries, Mass Media, Recreation, Retraining, Technology, Training, Womens Education

Identifiers—*Australia

The document contains recommendations and section reports from the National Conference on Lifelong Education, which the Australian Association of Adult Education organized and held in Canberra on November 23-29, 1973. Aims of the conference were to examine: (1) the present condition of Australian society as this bears on lifelong education, (2) the present provision of educational opportunity for adults, and (3) existing and expected needs for the development of facilities for lifelong education. Recommendations are categorized under headings of: General Orientation, Values, and Purposes; General Implications for Education; Qualifications for School Work; Shared Use of Total Community Learning Resources; Learning Consultants and Their

Preparation; Teaching and Learning Media; Provision for Special Groups; Communication, Coordination, and Administration; Financial Aspects; and Areas for Inquiry. More than half of the document consists of the seven section reports on: Lifelong Education and Recreation; Technology, Media, and Lifelong Education; Lifelong Education and the Learning Process; Training and Retraining (Needs, Problems, and Strategies); Resource Utilization/Administrative and Financial Structure; Communities and Organizations; and Lifelong Education and Women. (EA)

(925)

ED 117 355

Fredriksson, Lennart Gestrelius, Kurt

Lifelong Learning in Swedish Curricula. Didakometry No. 48.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—National Swedish Board of Education, Stockholm.

Pub Date Aug 75

Note—130p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—Adult Education, *Articulation (Program), *Continuous Learning, *Curriculum Evaluation, Curriculum Research, *Educational Attitudes, Educational Research, Elementary Secondary Education, Foreign Countries, Research Methodology

Identifiers—*Sweden

An examination of the lifelong learning aspect of the central and nationwide curricula in Sweden has been made by the UNESCO Institute for Education. The concept of lifelong learning is defined and criteria for developing positive attitudes and opportunities for its development are discussed. The analysis of the curricula in the basic and upper secondary schools involved five main criteria, with a number of subgroups within each: (1) horizontal integration; (2) vertical integration; (3) individual maturity--self realization; (4) autodidactic--development of readiness for new learning and relearning; and (5) directing studies toward creativity, flexibility, and equality. Discussion of the curriculum analysis takes up more than half the document. No empirical research was undertaken for this report, but already completed studies concerning school curriculum analysis in Sweden were investigated and are discussed with reference to the five criteria used in the analysis. Conclusions state that school curriculum and everyday school activities do not necessarily correlate, with the desired development of attitudes towards lifelong learning being neglected. Adult education is briefly discussed in terms of developing lifelong learning concepts among adults and educators alike. (LH)

(926)

ED 122 109

Meeting of Experts on the Content of Education in the Context of Life-Long Education. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 6 Feb 76

Note—19p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Adult Learning, *Change Strategies, Community Education, *Continuous Learning, Educational Development, *Educational Theories, *Futures (of Society), *Global Approach, Human Development, Nonformal Education, Policy Formation, Relevance (Education), School Community Relationship

The final report of a UNESCO meeting of experts on the content of education in the perspective of life-long education, held October 20-5, 1975, in Paris, is presented. Educators and researchers from around the world attended, as well as various UNESCO affiliated directors. A working paper was placed before the meeting which covered the following points: implications of the concept of life-long education for the content of education; reconciling the various functions of education; problems of distribution of content in the perspective of life-long education; and, contemporary problems and interdisciplinarity. Appended material includes: an outlined formulation of conceptual problems and proposals resulting from participant discussion of the report; a list of 10 topics suggested by participants for UNESCO action or encouragement; and a list of participants. It is stated that while life-long education would not mean de-schooling, it no doubt would mean changing the traditional character of school through a wide opening on the world of work, on the living culture, and on the moral and spiritual values of the world of today. (LH)

(927)

ED 126 266

Recurrent Education: Trends and Issues.

Organization for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—59p.

Available from—Organization for Economic Co-Operation and Development, Director of Information, 2 Rue Andre Pascal, 75775 Paris Cedex 16, France ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS

Descriptors—Adult Education, *Continuous Learning, *Educational Development, *Educational Needs, *Education Planning, *Educational Policy, Educational Trends

Identifiers—*Recurrent Education

The document, consisting of three parts, focuses on recurrent education and the need for more effective deployment of educational resources within member countries of the Organization for Economic Cooperation and Development. The first section discusses the rationale for recurrent education. Recurrent education presents an educational opportunity wherein education is presented during one's lifetime and alternates with other activities. It involves the closer integration between formal education and adult education thereby promoting equal educational opportunities, meeting manpower needs, and increasing social flexibility. The second section focuses on the present progress and problems of recurrent education and presents an empirical description and partial assessment of developments which have taken place towards recurrent education within both the formal educational system and the world of work. The third section presents an agenda for the future and immediate policy implications in the following areas: coordination and consultation, budgeting, policies for the 16-19 age group, admission policies and certification, new personnel requirements, employment policies, and research. The discussion is supplemented with tables and an annex is included on the framework for monetary developments in recurrent education. (Author/EC)

(928)

ED 128 582

Charland, William A., Jr.

A New Look at Lifelong Learning. Unior Press: Monograph III, March 1976.

Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.

Pub Date Mar 76

Note—7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Development, Adult Education Programs, *Adult Learning, Case Studies, *Continuous Learning, Personal Growth, Psychological Studies, Role Perception, Socialization, Time Perspective

Addressed to those who are involved in the education of adults, this paper reviews hypotheses of patterns in adult development, and discusses possible roles of educators and educational programs in facilitating growth throughout adult life. The following topics are included: Time and the Life Cycle, Socialization and Roles, Stages of Adult Development, Recent Studies of Adult Development, Adult Development and Learning, One Woman's Development: An Example, Learning as Socialization, and Learning as Personal Growth. A list of references is given. (WL)

(929)

ED 130 129

Robison, Kathleen

Survey of Public Demand/Need for Postsecondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York. Final Report.

New York State Education Dept., Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—162p.; Best copy available

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, *Adults, *Continuous Learning, *Educational Interest, *Educational Needs, Regional Planning, *Socioeconomic Influences, Surveys

Identifiers—New York

This report contains a survey assessing the needs of adults (in Western New York) for learning activities with the purpose of improving their educational opportunities. The report is divided into five units: (1) Introduction to the Project; (2) Regional Characteristics; (3) Research Methods; (4) Results of the Survey, which include such aspects as who is interested in participating in education, barriers to educational participation, reasons for participating in adult learning activities, topic preferences of adults, preferred learning conditions, financing adult learning programs, career retraining, and adult advisement; and (5) five appendixes, which give a description of the Survey Research Center, a definition of the ENAS (Erie Niagara Area Survey) substrata, sampling fraction and weighing formulas, a sample respondent selection key, and the needs survey questionnaire. A summary of recommendations is also included. (WL)

(930)

ED 131 783

Robison, Kathleen

Final Report on the Survey of Public Demand/Need for Postsecondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York.

Pub Date Aug 76

Note—164p.; Not available in hard copy due to marginal legibility of original document

Available from—Program Impact, 301 Foster Hall, 3435 Main Street, Buffalo, New York 14214

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education Programs, *Adult Learning, Adult Students, *Continuous Learning, Directories, Educational Demand, Educational Finance, Educational Supply, *Higher Education, Post Secondary Education, Professional Continuing Education, Program Descriptions, *State Programs, Surveys, Vocational Development

Identifiers—Higher Education Act 1965 Title I, *New York, *Program Impact

Program Impact, the Western New York Postsecondary Continuing Education Study, was funded in June 1975 to determine the needs of adults for learning activities and to inventory the educational opportunities available for adults in Western New York for publication in a directory. The directory, "Lifelong Learning Is for Everybody," was published separately in July 1976. This final report offers an introduction to the project, regional characteristics, research methods, and results of the survey. The results deal with: who is interested in participating in education; barriers to educational participation; reasons for participating in adult learning activities; topic preferences of adults; preferred learning conditions; financing adult learning programs; career retraining; and adult advisement. Specific recommendations pertaining to each of these areas are made. (LBH)

(931)

ED 132 885

In Support of Lifelong Learning. A Report to the Connecticut Commission for Higher Education by a Resource Group on Continuing Education and Community Service.

Connecticut Commission for Higher Education, Hartford.

Pub Date Jul 75

Note—31p.

Available from—Connecticut Commission for Higher Education, P.O. Box 1320, Hartford Connecticut 06101 (Doc. 75-F-55 (d) 030; 75-M-25-030)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Adults, *Community Service Programs, Continuing Education Centers, *Continuous Learning, Educational Coordination, Enrollment Trends, Faculty, *Higher Education, *Program Coordination, *Statewide Planning, Student Problems, University Extension

Identifiers—*Connecticut

A Resource Group on Continuing Education and Community Service was organized to study continuing education service programs in Connecticut and make recommendations regarding them to the state Commission for Higher Education. Examination of existing programs revealed a substantial rise in the number of citizens taking advantage of these programs; the absence of well defined programs in many of the state's institutions; the absence of appropriate and systematic program coordination between institutions; the need for cooperation among institutions of higher education and other public and private sources of programs in order to make information available and access easier; the difficulties encountered by those who would enroll in such programs and their need for services that would enable them to gain the most from study in the time allowable; and the need for greater practical recognition for faculty in these programs. The Resource Group presents specific recommendations directed at each of these conditions. (JMF)

(932)

ED 135 268

Best, Fred Stern, Barry

Lifetime Distribution of Education, Work and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Dec 76

Note—65p.

Available from—Institute for Educational Leadership, The George Washington Univ., 1101 Connecticut Ave., N.W., Suite 310, Washington, D.C. ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Age Groups, Career Change, *Continuous Learning, Educational Alternatives, Educational Change, Educational Objectives, *Educational Opportunities, *Educational Policy, Educational Research, Educational Trends, *Higher Education, Learning Experience, Learning Processes, Leisure Time, Policy, *Program Coordination, Social Change, *Social Problems, Work Life Expectancy

The concept of lifelong learning is generally defined as the expansion of formal and informal education from the relatively exclusive life stage of youth and early adulthood. This presentation has two stated purposes: (1) to demonstrate that the success of current proposals for lifelong learning will be highly dependent on their integration with the institutions and human activities concerned with work and leisure; and (2) to outline and demonstrate a belief that progress is combating a wide range of interrelated social problems such as unemployment, over and under education, worker alienation, poverty, racism, sexism, forced retirement and institutional obsolescence will require integrated policies and programs and that the redistribution of education, work, and leisure throughout entire lifetimes may represent an effective means of addressing many of these social ills. The paper deals with four basic areas: (1) a general framework for social analysis based on overall lifetime patterns; (2) a review of problems in the realm of work and their relation to current lifetime patterns; (3) some speculations concerning the future redistribution of education, work, and leisure throughout entire life spans; and (4) a discussion of some of the research and policy implications of the analysis. (Author/JMF)

(933)

ED 136 001

Alternatives for Lifelong Learning in Minnesota: The Nonformal Educational Sector. Summary Report.

Minnesota State Planning Agency, St. Paul.

Pub Date Dec 76

Note—46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Business, *Continuous Learning, *Educational Planning, *Educational Programs, Educational Research, Industry, *Information Services, *Nonformal Education, Post Secondary Education, Private Agencies, Professional Associations, Public Schools, Regional Planning, State Programs, *Student Characteristics

Identifiers—*Minnesota

The Minnesota State Planning Agency conducted a study in Region 7W, consisting of Sherne, Benton, Sherburne, and Wright counties, to determine the nature and extent of educational programs designed for people who have completed secondary education and which are offered by any institution or agency outside the traditional postsecondary institutional sector. (These agencies included profit and nonprofit business organizations and industries, citizens' associations and interest groups, government agencies, labor unions, trade associations, professional organizations, private social welfare organizations, public secondary schools, regional associations and commissions, and religious organizations.) Further, the study was designed to identify and describe the major educational networks providing such educational programs. Findings showed that of the over 23,321 people in Region 7W who were served in 460 different educational offerings lasting three hours or longer and of an occupational or intellectual nature, most lived in or near the cities of St. Cloud and Buffalo, were between the ages of 22 and 45, were female (approximately 75%), possessed a high school diploma, had some postsecondary education or training, and belonged to the middle socioeconomic group. This summary report, in addition to an overview of the study, includes major findings resulting from clustering according to the content of educational offerings, major findings resulting from clustering according to the type of education provided, a discussion of the general implications of the findings, and an appendix containing selected graphs and charts. (SH)

(934)

ED 138 521

Moro-oka, Kazuhisa

Recurrent Education: Policy and Development in OECD Member Countries. Japan.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 76

Note—67p.; Legends on charts and parts of text may be marginally legible due to small type

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.00 paper cover)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, *Comparative Education, *Continuation Education, *Continuous Learning, Educational Development, Educational Objectives, *Educational Opportunities, *Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, Leisure Time, Preschool Education, Program Descriptions, Public Education, School Industry Relationship, Tables (Data)

Identifiers—*Japan, *Recurrent Education

The report on recurrent education in Japan is one of a series describing continuation education in OECD member countries. Intended as a means of liberating individuals from the education-work-leisure-retirement sequence, recurrent education provides freedom to mix and alternate these phases of life within the limits of the socially possible. Chapter I provides information on the post World War II re-orientation of the Japanese formal education system in response to new demands such as recurrent education and discusses services provided by public and private agencies. Chapter II discusses study opportunities for five periods of life: infants, school children, adults, the general public, and meeting the demands for leisure activities. Topics include education in the home, parents' education classes, children's nature study, public vocational training, women's study classes, classes for the elderly, educational broadcasting and television, correspondence courses, and expansion of leisure time. Chapter III provides information on administrative measures which have been developed to deal with these programs. Described are the Social Educational Council, citizens councils, activity statistics, educational media, and budgeting. Concluding remarks in Chapter IV discuss Japan's objective of providing quality education for all stages of human development. (Author/DB)

(935)

ED 138 522

Bottani, N. And Others

Recurrent Education: Policy and Development in OECD Member Countries. Switzerland.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 76

Note—116p.

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($4.00 paper cover)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, Case Studies, *Comparative Education, *Continuation Education, *Continuous Learning, Educational Development, Educational Objectives, *Educational Opportunities, *Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Leisure Time, Program Descriptions, Public Education, Tables (Data)

Identifiers—*Recurrent Education, *Switzerland

The report on recurrent education in Switzerland is one of a series describing continuation education in OECD countries. Recurrent education is defined as a strategy to distribute education over the total lifespan of an individual in a recurring way and in alternation with work and other activities. Part I discusses the idea of recurrent education, provides a definition of the concept, and identifies aims and characteristics. Part II presents case studies of recurrent education at the University of Geneva, throughout Switzerland sponsored by the Federation Suisse, and in the postal department. Discussed are tasks and organization of training programs, access to training opportunities, and limitations of recurrent education in each case. Part III presents, as the bulk of the report, a discussion of the requisite conditions for the introduction of recurrent education in Switzerland. The structure and development of all levels of the Swiss system are compared with the theoretical model of recurrent education described in Part I. Topics discussed include: development prospects for the Swiss educational system, political influence, vocational training, and recurrent education as a subject for research. The conclusion is that recurrent education is a potential guide to development of Swiss educational policies in accordance with the stated objective of individual development. (Author/DB)

(936)

ED 138 523

Belorgey, Jean-Michel

Recurrent Education: Policy and Development in OECD Member Countries. France.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—ISBN-92-64-11515-3

Pub Date 76

Note—32p.

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($2.50 paper cover)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Programs, *Comparative Education, Continuation Education, *Continuous Learning, *Cooperative Education, Educational Development, Educational Opportunities, Educational Policy, Educational Problems, Educational Trends, Foreign Countries, Futures (of Society), Post Secondary Education, Statistics, Work Experience Programs, *Work Study Programs

Identifiers—*France, *Recurrent Education

One of a series which examines recurrent education in countries which are members of the Organization for Economic Co-operation and Development (OECD), this document examines continuing education in France. The series is intended both to describe existing educational practice with regard to continuing education and to attempt an estimation of future developments in the field. Chapter I, Continuing Occupational Training and Recurrent Education, discusses the aims of continuing education in France and examines what is actually happening in this area of education today. The second chapter, Continuing Occupational Training as an Intermediate Stage between Innovation and the Reproduction of Existing Social Patterns, describes the steps which have been taken toward establishing a pattern of alternating periods of work and training. Difficulties encountered at the school and university levels and in industry are examined. The document concludes with annexes of statistical information. (Author/RM)

(937)

ED 138 824

Hansen, Bernt

Recurrent Education: Policy and Development in OECD Member Countries. Denmark.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—ISBN-92-64-11536-6

Pub Date 76

Note—34p.

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($2.50 paper cover)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Comparative Education, *Continuation Education, *Continuous Learning, Educational Development, Educational Finance, Educational Objectives, *Educational Opportunities, *Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Leisure Time, Program Descriptions, Public Education, Vocational Education

Identifiers—*Denmark, *Recurrent Education

The report on recurrent education in Denmark is one of a series describing continuation education in OECD member countries. Intended as a means of liberating individuals from the education-work-leisure-retirement sequence, recurrent education provides freedom to mix and alternate these phases of life within the limits of the socially possible. Chapter I provides background information on the Danish educational system and the problems caused by educational expansion after 1950, such as a widening educational gap between generations and a surplus of highly qualified manpower. Chapter II describes reforms and reform proposals at the secondary and higher education levels. I chapter III, existing elements of a recurrent education system are discussed: (1) leisure time education which can lead to qualifications for further study; (2) vocational education, including general education for workers, updating technological skills, occupational promotion education, and courses to facilitate inter-occupational mobility; and (3) further education of teachers. Chapter IV identifies inflexibility, tradition, and vested interests as major problems in financing recurrent education. Chapter V identifies key elements of a strategy for recurrent education as reapportionment of finances, public awareness, reform of upper-secondary education, creation of experimental programs, offering of courses at places of work, and establishment of loans with income-related repayment. (Author/DB)

(938)

ED 147 489

New York City Regional Center for Life-Long Learning. Final Report.

City Univ. of New York, N.Y.

Spons Agency—New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—182p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education Programs, *Clearinghouses, *Community Information Services, *Continuous Learning, Educational Opportunities, Educational Programs, Educational Resources, *Information Centers, Information Systems, Job Training, Models, Post Secondary Education, *Program Development, Program Evaluation, Program Improvement, Regional Programs, Surveys, Use Studies

Identifiers—New York (New York)

A three-year project was undertaken to establish the New York City Regional Center for Life-Long Learning, a model clearinghouse to provide adults in the New York City region with current information about continuing educational and postsecondary career training opportunities in the five boroughs. To date, the center has served over 21,500 adults representing a wide range of educational backgrounds and career aspirations. In responding to the information needs of New Yorkers, several approaches were utilized including (1) the publication and dissemination of the "Directory of Continuing Education Opportunities," (2) a telephone and mail information and referral service to provide immediate response to an informational need, (3) outreach publicity to attract individuals to the center's services, (4) a volunteer program to provide volunteers with experiences in the provision of informational and referral services, (5) counseling service to provide guidance to clients, and (6) a resource center for information depositing and dissemination. Evaluations of the project were ongoing and included both internal and external assessments. (An evaluation section covers in some detail the findings and recommendations from several evaluation efforts. The appendix includes the procedures used in publishing the directory, evaluation questionnaires, publicity materials, and forms used for an inventory of postsecondary continuing education.) (EM)

(939)

ED 149 032

Work of Consolidation of the Evaluation of Pilot Experiments in the Permanent Education Field.

Council for Cultural Cooperation, Strasbourg (France).

Report No—CCC-EP-77-3

Pub Date 17 May 77

Note—131p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Access to Education, Administrative Policy, *Adult Education, Adult Education Programs, *Continuous Learning, Cooperative Planning, *Educational Alternatives, *Educational Development, Educational Innovation, Educational Needs, Educational Objectives, Educational Planning, Educational Policy, *Experimental Programs, Foreign Countries, Program Evaluation, Program Improvement, Relevance (Education), Universities

An evaluation of twenty-five national pilot experimental projects in permanent education conducted in European countries was done to provide a foundation for theoretical work, to update prior studies, and to create an awareness of the problems of permanent education. Three- to five-day evaluation visits were made to each of the project sites by a team of experts. Data was collected on the experiments which involved basic education, secondary and tertiary education, and continuing education of adults. The findings indicated that (1) the redirection of present school education towards an integrated educational policy depends upon a successful connection between the planners and the organizers controlling school reform on the one hand, and the necessary trials and errors of the various experiments on the other, (2) that the university which seeks to meet the problems of contemporary life should agree to a diversification of its functions, provide training for an occupation, and provide continuing educational opportunities for adults, and (3) permanent education can be either a system of recurrent education consisting of reorganizing present school structures to bring them into touch with the flow of life in general and working life in particular (permanent schooling) or a system providing a continuous and effective opportunity for personal development (permanent personal development). (EM)

(940)

ED 149 137

Bruschart, James R.

Lifelong Learning in the Nation's Third Century. A Synthesis of Selected Manuscripts about the Education of Adults in the United States.

Office of Education (DHEW), Washington, D.C.

Report No—OE-76-09102

Pub Date 77

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01621-4)

EDRS Price MF-$0.83 HC-$3.30 Plus Postage.

Descriptors—*Access to Education, Adult Development, Adult Education, *Adult Learning, Adults, Adult Students, Conceptual Schemes, *Continuous Learning, *Educational Policy, Learning Theories, Public Policy, Student Characteristics

Identifiers—UNESCO, United States

This synthesis of selected manuscripts, submitted to the Bureau of Occupational and Adult Education to aid in developing position statements that reflected the Bureau's view of chief issues surrounding the concept of lifelong learning, presents an overview of adult education in the United States. The first section is a brief listing of the public policy issues regarding the development of a lifelong learning concept. The remainder of this booklet presents information relative to the following three broad areas of investigation: (1) The Adult Learner covers learning definitions, learning theories, adult education, adult learners and educators (includes institutional delivery and self-initiated learning), learning performance, and life stages; (2) The Context for Learning discusses barriers to adult learning (institutional, personal, social, and conceptual barriers), demographics for the year 2000, and some central issues; and (3) Lifelong Learning: A Conceptual Frame examines the common themes found in the manuscripts regarding the concept of lifelong learning. (EM)

(941)

ED 149 163

Green, Thomas F. And Others

Lifelong Learning and the Educational System: Expansion or Reform?

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Dec 77

Note—60p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Certification, *Continuous Learning, Educational Alternatives, *Educational Change, *Educational Development, Educational Innovation, *Educational Policy, Federal Government, *Government Role, Program Development, Research, Systems Development

A study of the federal role in the advancement of lifelong learning focused on the probable impact of a federally supported lifelong learning system and the existing educational system on one another. The conditions and parameters of the following claim were examined: any lifelong learning enterprise initially funded by the federal government outside of the existing educational system as nonsequential, nonselective and noncertificatory will be transformed into a system that is sequenced, selective, and certificatory. The conclusions were that (1) any effort to determine federal policy in the case of lifelong learning by the conduct of small-scale experiments is likely to be maximally misleading, (2) there are many opportunities for a small-scale federal role to be quite successful by attaching an increase of lifelong learning opportunities to already existing federal programs, (3) any new initiative in lifelong learning should constitute a rapid expansion of those institutions that are free, accessible, and open to all Americans without discrimination, and (4) some subsidies should be made available for existing institutions to serve new populations. (Much of this report is devoted to showing how a federally supported expansion of lifelong learning opportunities will develop into a system much like the existing educational system, and how that will affect the existing educational system.) (EM)

(942)

ED 150 068

Recurrent Education: Its Effects on the Austrian Education System.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 77

Note—55p

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($4.50, paper cover)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Development, *Adult Education, Adult Education Programs, Adult Vocational Education, *Comparative Education, Conference Reports, Continuing Education Centers, *Continuous Learning, Educational Development, *Educational Objectives, *Educational Practice, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Relevance (Education), Social Change, Symposia

Identifiers—*Austria, Recurrent Education

The document contains summaries and discussions of six papers presented at a seminar held in Strobl, Austria, in May 1976 to examine recurrent education in Austria. Recurrent education is interpreted as a system which offers both non-work-related and work-related courses to adults during their working life. The conference dealt

with practical implications of lifelong learning which has, in theory, been endorsed by member nations of the Organization for Economic Cooperation and Development (OECD). The first paper focuses on individual and social relevance of recurrent education in OECD nations. The second and third papers describe the relationship of recurring education to the Austrian elementary, secondary, and post-secondary school systems. Views of recurrent education by university administrators are presented in the fourth paper. The fifth paper discusses the implementation of recurrent education within Austria's adult education system. The sixth paper relates recurrent education to the needs of employers and employees, and points out policy problems in relation to trade union needs, employment trends, and demands by workers for skill upgrading. Also presented are reports of three group discussions of issues relating to the social and economic aspects of recurrent education. A final section identifies the five aspects of recurrent education which were of major interest to seminar participants: motivation, objectives, organization, program content, and possible social and individual effects of recurring education. A directory of seminar participants is included. (Author/DB)

(943)

ED 155 996
College Today, Part IV: Lifelong Learning. Options in Education Transcript: Program No. 122.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Pub Date Mar 78
Note—19p.; Not available in hard copy due to small type
Available from—National Public Radio, Options in Education, 2025 M Street, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Students, *Continuous Learning, Educational Assessment, *Educational Radio, Experiential Learning, Federal Aid, Federal Legislation, *Higher Education, *Innovation, Older Adults, Retirement
Identifiers—Educational Brokering, *Lifelong Learning, Options in Education, Prior Learning, *Transcripts (Recording)
The concept of lifelong education is discussed in this the last of four transcripts of radio programs on college today. Dialogue is presented in the following area: Ronald Gross on lifelong learning; the old view of lifelong learning; the view of the President of the University of Rhode Island; classes on the Long Island Railroad (Adelphi University's "education on wheels"); view of Hy Hirsh, director of the Institute for Retired Professionals, a part of the New School in New York City; adjustment problems of one older student; comments by I.F. Stone, a 70-year-old student; educational brokering; APEL (assessment of prior experiential learning) at American University; work/learn combinations; the Lifelong Learning Act; and lack of federal support for lifelong learning. (SPG)

(944)

EJ 181 963
Current Federal Programs for Lifelong Learning: A $14 Billion Effort Christoffel, Pamela H.,
School Review, v86 n3. pp348-59, May 78
*Educational Finance, *Adult Education, *Continuous Learning, *Federal Programs, *Surveys, Public Support
Describes an analysis of the current federal education and training programs which support lifelong learning. Operating programs are defined as those which serve all types of students past compulsory school age but not enrolled in conventional secondary schools through provision of educational or training services. (BR)

7500 INSTITUTIONAL SPONSORS

7510 Colleges, Universities

(945)

ED 120 487
Role of Universities in Adult and Continuing Education.
Ministry of Education and Social Welfare, New Delhi (India).
Pub Date Sep 75
Note—17p.; Prepared by Directorate of Nonformal (Adult) Education
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—*Adult Education, Adult Education Programs, *Developing Nations, Educational Change, Educational Development, Educational Finance, Educational Needs, Educational Responsibility, External Degree Programs, Foreign Countries, *Institutional Role, Nonformal Education, Program Design, *Program Development, Program Planning, *Universities
Identifiers—*India
The paper is one of a series from the Indian Directorate of Adult Education. Intended to stimulate reflection and discussion among educationists about the long-term perspectives, roles, and functions of universities in various aspects of adult continuing and nonformal education, the paper makes specific suggestions on opening universities to the world at large and to the surrounding communities in particular. The suggestions are made in five areas: (1) the responsibilities of universities in adult education at the basic level; (2) university responsibilities for continuing education programs; (3) the university role in promoting adult/continuing education as a discipline and research area; (4) program organization; and (5) funds. In conclusion, it is noted that the implementation of the suggestions involves some rethinking of traditional roles and functions of institutions of higher learning, some restructuring of university rules and regulations, and some reshaping of social and economic conditions for learning. Specific examples are briefly cited. (Author/AJ)

(946)

ED 123 382
Spikes, William Franklin
A Comparative Study of Selected Faculty and Student Perceptions of the Quality of On-Campus and University Extension Courses.
Pub Date 8 Apr 76
Note—45p.; Paper presented at the Adult Education Research Conference (17th, Toronto, Ontario, April 8, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Analysis of Variance, *Comparative Analysis, *Course Evaluation, Credit Courses, *Educational Quality, Faculty Evaluation, Geographic Location, Higher Education, Intelligence, Off Campus Facilities, Questionnaires, Statistical Analysis, Student Attitudes, Teacher Attitudes, *Universities, *University Extension
Identifiers—Northern Illinois University
The study was designed to compare the quality of on-campus and off-campus courses of Northern Illinois University based upon the perceptions of selected faculty members and students. Two groups of students, 428 on campus and 516 off campus and 23 faculty members participated in the study. During the 1974-75 academic year, the sample responded to a 93-item instrument which elicited demographic information and an evaluation of the course elements and also contained a measure of intellectual ability (the Quick Word Test partial scale). Findings tended to support earlier research indicating that faculty members generally thought on-campus education was at least of an equal quality with that offered off-campus. Student responses differed significantly with earlier studies which supported the concept that off-campus education was of equal or greater quality than its on-campus counterpart. Students in this study indicated that on-campus courses were of a far superior quality when compared to similar ones off-campus. Responses were analyzed by using a one-way analysis of variance, a two-way analysis of variance, a dependent-test, and a Scheffe analysis for multiple comparisons. The report lists 27 references and includes a five-page bibliography. (Author/MS)

(947)

ED 152 202
Loring, Rosalind K.
Policy Problems of University Continuing Education Programs.
University of Southern California, Los Angeles.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date Jan 78
Note—13p.; Paper presented at the Annual Academic Planning Conference "Ethical and Economic Issues: Academic Salaries and Supplemental Income" (3rd, Los Angeles, Calif., January 25-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrative Policy, *Adult Education, *College Faculty, *Continuing Education Centers, Faculty Organizations, Higher Education, Income, Speeches, Surveys, *Teacher Characteristics, Teacher Placement, *Teacher Salaries, University Extension
Identifiers—*Compensation
The composition of the ideal faculty for continuing adult education programs is described in this speech along with a discussion of ways to compensate faculty members. It is suggested that the faculty of continuing education programs should contain: the best adjunct faculty available from the professions, business, industry or government; and full-time continuing education faculty. A reported survey by the National University Extension Association (NUEA) identifies procedures that warrant study in the compensation of faculty members who participate in and conduct continuing education programs. These include (1) compensation based on semester/quarter courses or hours; (2) compensation based on academic rank; (3) compensation based on salary or fraction/ percentage of salary; (4) compensation based on instructional or advising hours; and (5) compensation based on special formula. (SPG)

(948)

ED 154 136
McCarthy, Marianne B.
Continuing Education Service as a Component of Faculty Evaluation.
Pub Date Apr 78
Note—22p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrator Attitudes, *Adult Education, College Teachers, *Community Services, Credit Courses, *Evaluation Criteria, Higher Education, National Surveys, Noncredit Courses, Private Colleges, Public Schools, *Teacher Evaluation, Teacher Promotion, Tenure, Universities
A survey was done to assess whether institutions of higher education are recognizing the contributions made by their faculty who are teaching in adult/continuing education and extension programs by integrating these services into the institution's faculty evaluation and reward system. The administrations from over 170 private and public universities and colleges located in forty-four states were surveyed to gather information on how administrations evaluate faculty community service in considering academic promotion, reappointment, and tenure. The survey results indicated that at the majority of universities (1) community service is considered in faculty evaluation as a low third after the conventional, traditional, or principal duties of teaching and research are considered, (2) the consideration given to community service is highly subjective

and often informal, (3) the continuing education administrator has little or no involvement in the faculty evaluation process, (4) the teaching of credit continuing education courses is not considered community service since such teaching is part of the regularly assigned academic load, (5) the teaching of non-credit courses was considered community service but viewed as less important than credit teaching, (6) the teaching of non-credit courses is regarded as a way to increase income, and (7) few full-time faculty members are actively involved in continuing education teaching. (EM)

(949)
EJ 127 434
The Ivory Tower and Students Older Than Average Plotsky, Frances A., *Journal of the NAWDAC*, v39 n1, pp21-25, Fall 75
*Adult Students, *Teacher Attitudes, *Expectation, *Administrative Policy, *College Teachers, Research Projects, Higher Education, Faculty, Educational Attitudes, Adult Education
This article examines the attitudes of college teachers toward adult students. Results show that faculty desire to have older students in the program correlates positively with the number of years that the faculty member has been teaching. (Author/EJT)

7600
Cooperative, Rural Extension

(950)
ED 154 979
Rogers, Everett M.
A Comparison of Agricultural Extension in Five States.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 78
Contract—400-76-0030
Note—93p.; Page 18-19 may not reproduce well due to small print size of original document
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Agricultural Personnel, Community Development, *Comparative Analysis, Educational Innovation, Extension Agents, *Extension Education, Financial Support, Interagency Cooperation, *Organization, Organizational Communication, Program Coordination, Program Descriptions, Program Development, Questionnaires, Resource Allocations, *Rural Extension, *State Programs, Urban Areas
Identifiers—California, Colorado, New Mexico, New York, Wisconsin
The nature of the Cooperative Extension Service in agriculture was examined to identify aspects that could be applied to the design of an educational extension service. To learn about the organization, programs, and priorities of Cooperative Extension, employees of the state extension services in California, Colorado, New Mexico, New York, and Wisconsin were interviewed. These states were selected on the basis of geographical distribution and variability on such criteria as population distribution (rural or urban), natural resources, and extension service organizational arrangement. In all but Wisconsin, 6 to 12 people were interviewed, including the state director, a state extension specialist, and county agent in both rural and urban counties. Also interviewed in some states were state-level staff development officials, regional specialists, faculty members at the state college, and paraprofessionals. In Wisconsin, the Chancellor/Vice Provost and the Assistant Chancellor/Director of Cooperative Extension were interviewed. Among the findings were that: in general, the extension service was decentralized and loosely coupled; there was a low degree of Federal control over state- and county-level units; production agriculture was still the central concern of Cooperative Extension; in most states, counties and groups of counties could initiate programs in any area which are especially responsive to local needs and provide an immediate, concrete service, i.e., Community Resource Development, Pesticide Certification, and Expanded Food and Nutrition Program. (NQ)

(951)
EJ 168 369
Sociologists in Extension Christenson, James A.; And Others, *Rural Sociology*, v42 n3, pp407-19, F 77
*Sociology, *Extension Agents, *Occupational Information, Relevance (Education), Social Science Research, Job Satisfaction, University Extension
The article describes the work activities of the extension sociologist, the relative advantage and disadvantage of extension roles in relation to teaching/research roles, and the relevance of sociological training and research for extension work. (NQ)

7700
Junior Colleges, Community Colleges

(952)
ED 140 927
Sanchez, Bunnie, Comp.
About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 77
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, *Community Education, *Community Service Programs, Community Services, *Community Surveys, *Junior Colleges, *Literature Reviews, Needs Assessment
An introductory overview of community education in the community college provides a definition, and reviews the participants, activities, facilities, cooperative aspects, needs assessment and evaluation, funding, and organization and administration of such programs. The annotated bibliography of significant literature since 1965 which follows contains 40 references drawn from both published and unpublished materials, including the journal literature and the ERIC document collection. The bibliography is divided into five sections: Comprehensive Sources, Community Education, Community Services, Community Service Programs, and Community Surveys. (BB)

(953)
ED 142 245
Gollattscheck, James F. And Others
College Leadership for Community Renewal; Beyond Community-Based Education.
Pub Date 76
Note—160p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($9.95)
Document Not Available from EDRS.
Descriptors—Change Strategies, *College Role, Community Agencies (Public), Community Colleges, *Community Development, Community Responsibility, Delivery Systems, Individualized Programs, *Junior Colleges, Needs Assessment, Nontraditional Students, Performance Based Education, Post Secondary Education, School Community Cooperation, *School Community Relationship
Identifiers—*Community Renewal Colleges, Institutional Renewal
Convinced that the time has come for a college committed to the improvement of all aspects of community life, the authors present the "community renewal college" concept. Such colleges would offer courses, programs and activities that correspond to specific local needs; seek out and motivate people who can benefit from these programs; utilize the latest knowledge about lifelong learning, competency-based education, and other forms of nontraditional instruction; and work closely with established groups, businesses, agencies, and associations in the community to bring about social and individual change. The book tells how to organize and staff such colleges, how to find out what the community's problems are and to develop programs to overcome them; and how to enlist the cooperation of other institutions in this effort. Numerous examples and case studies of renewal colleges or renewal programs already in operation are included. This is a sourcebook for institutions wishing to become more community oriented, and is of particular importance to college policy makers, administrators, and future administrators. (Author/RT)

(954)
ED 145 197
Swartz, Carl
Educational Looping OR Why Do Four Year College Graduates Return to Community Colleges for Vocational Training. Final Report.
Mohegan Community Coll., Norwich, Conn.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.
Pub Date 15 Jun 77
Note—48p.
Available from—Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Vocational Education, Career Opportunities, Career Planning, *College Graduates, Community Colleges, *Educational Needs, Educational Research, Employment Opportunities, Job Market, Job Skills, *Job Training, Junior Colleges, Vocational Development, *Vocational Retraining
Identifiers—Connecticut, Educational Looping
A study was done to (1) determine how extensive is the need for vocational education for college graduates who must return for job-entry level course work (educational loopers), (2) determine the kinds of vocational course work the returning graduate desires, (3) investigate the reasons the college graduate has chosen to return to a college vocational program, and (4) make recommendations on the advisability and availability of a definite vocational curriculum. A questionnaire was distributed to students in occupational education courses at five Connecticut community colleges who had identified themselves as loopers (four-year college graduates). Based on the responses received from forty-nine students ranging in age from twenty-two to fifty-eight years old, it was concluded that the looping phenomenon is the result of (1) an educational background which failed to provide marketable skills, (2) an apparent lack of commitment to provide vocational guidance at the universities and colleges, (3) changes in the labor trends of the marketplace, (4) a more complex work environment which requires more job training, (5) people who have never set occupational goals, and (6) changing economic and social trends which redefine the role of women. (This report concludes with seven recommendations to facilitate the specialized needs of loopers. The questionnaire and a summary of responses are appended.) (EM)

(955)
ED 148 420
The Community College and Its Community Service Role. Issues in Higher Education, Number 8.
Southern Regional Education Board, Atlanta, Ga.
Pub Date Aug 75
Note—8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, Adult Students, *College Role, Community Colleges, Community Education, *Community Service Programs, Community Services, *Junior Colleges, *Older Adults, *Program Descriptions, School Community Relationship
Continuing education/community service programs are increasing in importance as vehicles through which the community college can serve the community. While the idea of the community college being a center for community activities and providing a wide range of services to the community is appealing, there is considerable discussion about the appropriate role of commu-

nity colleges as service agencies. An illustration is provided by the more than 100 community colleges and technical institutes in the Southern Regional Education Board (SREB) area that have developed programs, services, and activities for older citizens, including: training programs in paraprofessional counseling at Dundalk Community College (Maryland) and Tri-County Technical Institute (South Carolina); a Retired Senior Volunteer Program at Snead State Junior College (Alabama); a pre-retirement education program at Daytona Beach Community College (Florida); a nutrition education program at Catonsville Community College (Maryland); and the Senior Aides program at Copiah-Lincoln Junior College (Mississippi) which places senior citizens in public service jobs. Continuing education programs requiring little or no tuition are provided by 38 colleges in the SREB region. While few would question the worth of such programs, there needs to be consensus on what the community service role of the community college is and what it is not. (LH)

(956)

ED 152 367

Curry, Denis Johnson, Jackie

Higher Education Enrollments: Community Colleges, Fall 1977. Report No. 78-3A.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Feb 78

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Academic Education, Adult Education, *Adult Students, Community Colleges, Community Services, Enrollment, *Enrollment Trends, *Junior Colleges, *Part Time Students, Student Characteristics, *Student Mobility, Transfer Students, Vocational Education

Identifiers—*Washington

This report reviews trends in Washington State community college system enrollments from fall 1973 through fall 1977. The first section presents changes in total enrollments by full-time equivalent (FTE) students and by headcount in academic, occupational, and community service areas. The second section deals with enrollment changes for the years 1973-1977 and the major components of enrollment during that time. It also reviews student demographic information, part- or full-time status, age, sex, veteran status, residency, ethnic origin, and intent. Highlights include the following: fall 1977 academic and occupational enrollments increased 9.7% in 1977 over the previous year, total headcount increased 10.6%, but FTE enrollment increased only 3.8%, a variance attributed to increasing numbers of part-time students; the average credit hour load declined from 8.4 to 8.1; the number of students under 30 increased by 5% but the number over 30 increased by 15% and accounted for 38% of total enrollment; students entering directly from high school and students transferring in from other institutions declined, but all other entrances increased as did retentions of previous enrollees; in general, student mobility among Washington public institutions declined substantially. (TR)

(957)

ED 154 880

Harlacher, Ervin L., Ed. Gollattscheck, James F., Ed.

Implementing Community-Based Education. New Directions for Community Colleges, No. 21.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—109p.

Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Problems, College Faculty, Community Colleges, *Community Education, *Delivery Systems, Educational Planning, Faculty Development, Federal Aid, Financial Support, Governing Boards, *Junior Colleges, Needs Assessment, Nontraditional Students, Performance Based Education, *Program Development, Program Evaluation, Program Planning, *School Community Relationship, Student Personnel Services, Urban Areas

Identifiers—*Community Based Education, Impact Studies, Information Analysis Products

Overviews of several significant areas of community-based education including specific practices and procedures of community college educators are contained in this sourcebook. Articles cover the development of community-based education from its inception, clearly defining the community-based community college; specific suggestions for sound planning; the problem of staff selection and development in light of community-based education; difficult management problems from the viewpoint of the highly innovative Community College of Vermont; an analysis of current and projected delivery systems; providing student personnel services to nontraditional students through "brokering" systems; the relationship between community-based and performance-oriented education; how to fund community-based programs; the unique problems of providing community-based education in urban centers; the importance of trustee orientation and education in innovative movements; and assessing the impact of community-based programs on communities served. A review of pertinent literature and a bibliography are also presented. Contributors include: Erwin I. Harlacher, James F. Gollatscheck, Gundar A. Myran, Max Tadlock, William A. Keim, Peter P. Smith, Hyman H. Field, Steve Mills, Robert E. Hencey, Gary D. Hallingsworth, Dale Parnell, Sidney S. Micek, and Edward M. Cooper. (Author/TR)

(958)

ED 154 857

Reitan, Henry M., Ed. Sadowski, Bernard S., Ed.

Proceedings: Spring Conferences 1977; Current Issues in Bi-Lingual, Compensatory, Remedial Education; Nontraditional Students in Nontraditional Occupations; Aging in America. Occasional Paper No. 28.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date 77

Note—91p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, Adult Students, Community Colleges, Conference Reports, Females, *Junior Colleges, Minority Groups, Needs Assessment, *Nontraditional Students, *Older Adults, Program Development, Program Planning, Vocational Retraining, *Womens Education

Identifiers—*Nontraditional Careers

The papers presented at three conferences dealing with nontraditional students at community colleges comprise this report. Papers included are: "Aging in America" by Francis Scott; "Aging in Oregon: A Look at Clackamas Community College" by Larry Forsythe; "Community Needs Assessment: Some Reflections" by Alice Kethley; "Education for Aging: A Community Experience" by Robert Sarvis; Bernard S. Sadowski on "Community Colleges and Senior Centers"; Ernest J. Kramer on "The Nontraditional Students"; Wray Whitesell on "Job Retraining"; Ann Oxrieder on "Nontraditional Careers for Women"; "Nontraditional Occupations" by William J. Schill; and "Cultural Differences: Implications for Learning, Teaching, and Testing" by James Vasquez. All papers deal with problems specific to nontraditional, adult students in a community college setting and the implications for college administrators, faculties, and instructional programs. Program planning and implementation by community educators to meet nontraditional student needs are emphasized, and problems specific to women, minority students, and senior citizens are discussed. Lists of conference participants are included. (TR)

(959)

ED 156 298

Charles, Richard F.

Improvement of Curricular Offerings at the Satellite Center by Charting.

De Anza Coll., Cupertino, Calif.

Pub Date [78]

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Curriculum, Community Colleges, Community Education, Cost Effectiveness, *Curriculum Development, Curriculum Planning, Educational Demand, Educational Needs, Educational Supply, *Enrollment Trends, Extension Education, Institutional Research, *Junior Colleges, Models, Needs Assessment, Off Campus Facilities, *Outreach Programs, Program Evaluation, *Student Recruitment

Identifiers—*Course Charting

This report analyzes enrollment figures at the Sunnyvale Center, one of the De Anza College Extended Campus satellite sites, from fall 1977 to spring 1978 in order to establish a course charting model that allows for historical consistency in examining course, instructor, and site success. In addition, the report reviews the operation and growth of the center; identifies some problems encountered since the center was established (the seniority system in faculty hiring, offering relevant curriculum based on community and student needs, and lack of administrative communication); presents course charting as a means of maintaining community credibility; and suggests ways to increase class size and enrollments. Statistical data from 1977-78 course offerings indicated many courses were continually offered under-enrolled while others with high enrollment were offered only occasionally. Art courses were not well received by students although offered in fall, winter, and spring (average enrollment was 11), while real estate offerings were well received although presented in fall and winter only (average enrollment was 32.4). Only two psychology courses were offered during the year, yet both had enrollments of 40 or more. Course enrollment data for each center offering during fall, winter, and spring quarters in the behavioral sciences, humanities, and science and math are included. (TR)

(960)

ED 156 304

Charles, Richard F. Perkins, Marthalou

The Satellite Center Student as a Non-Traditional Component of the Contemporary Community College.

De Anza Coll., Cupertino, Calif.

Pub Date 78

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Age, Community Colleges, Community Education, Developmental Programs, *Educationally Disadvantaged, Females, *Junior Colleges, Males, Nontraditional Students, *Outreach Programs, Participant Satisfaction, Program Effectiveness, Questionnaires, *School Surveys, *Student Characteristics

In spring 1978, a survey questionnaire designed to elicit demographic information on the student population as well as subjective data to form a clear picture of the typical student and identification of student needs, was administered throughout the De Anza College extended campus operation. College administrators were particularly interested in data from the Sunnyvale Center, established in 1975 as a permanent satellite facility in an economically distressed area with a significant Hispanic and Asian population, whose purpose was to house the Bilingual Center and serve as the focus institution within the community, responding to community needs and expressed desires. A total of 345 students from Sunnyvale responded to the survey. Findings indicated center students were generally between 21-30 years old; primarily female (nearly 65%); over 50% Hispanic, Asian, black, or Filipino; had high school diploma educational backgrounds; and had work patterns divided almost equally between full-time and no employment. Data revealed more than 66% were attending De Anza for occupational and self-enrichment reasons. In addition, over 66% found instructional quality outstanding or very satisfactory, and specialized student services (counseling, veterans' assistance, the learning center, etc.) were used regularly by Sunnyvale students. Results also underscored the need for improved local publicity efforts. (TR)

(961)

ED 157 564

Stecklein, Helen R.

An Approach to a Market Research Study at a City Community College.

Pub Date [78]

Note—51p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Surveys, Cooperative Planning, *Educational Needs, Employee Attitudes, Employer Attitudes, Inplant Programs, Institutional Research, Job Skills, *Junior Colleges, Marketing, Needs Assessment, Performance Based Education, Questionnaires,

*School Industry Relationship
Identifiers—*Metropolitan Community College MN

As part of an effort to identify the unmet educational needs of the business community surrounding Metropolitan Community College (Minneapolis) and in hopes of better serving that community and increasing college enrollment, students from the University of Minnesota's master's in business administration program designed a study focused on educational practices in local businesses and on developing a marketing plan. Phase I, the only fully completed part of the study, gathered information through management interviews and mailed questionnaires on company sponsored educational programs, why such courses were offered, the level of these courses, identification of instructors and participants, course costs for students, where and when courses were held, how many participated, if courses were required, college credit for the courses, and publicity for the programs. In addition, data on firm size and type and employee benefits were solicited. Phase II was to deal with educational needs and interests specified by employees themselves. A three-part employee questionnaire dealing with awareness of benefits, attitudes towards education and demography was developed and analysis procedures were recommended. Phase III proposed guidelines and tentative recommendations for a marketing plan which included appealing to medium-sized companies (250-5,000 employees), developing credibility in job-related skills and competency training, and establishing communication channels with business. The full report is appended. (TR)

(962)

EJ 150 486

Challenging the "Model and the Myth" Knoell, Dorothy M., *Community and Junior College Journal*, v47 n3, pp22-25, Nov 76

*Junior Colleges, *Junior College Students, *Part Time Students, *Continuous Learning, *Student Characteristics, Community Colleges, Student Needs, Adult Students, Enrollment Influences, Educational Research, [*California], [Student Flow]

A recently completed study of 32,000 California community college students reveals that continuing education for part-time, older students has become the dominant function of the community college in terms of numbers of students served. This article describes that study and makes recommendations on how best to serve this clientele. (DC)

8000
Armed Forces

(963)

ED 130 017

Ford, Henry J. And Others

Feasibility of Extension of Selected GED Services to USAR and ARNG. Final Report.

Office of the Adjutant General (Army), Washington, D.C.

Report No—ED-76-01

Pub Date Apr 76

Note—139p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Benefits, Educational Development, Federal Programs, *Military Personnel, Program Evaluation, *Student Financial Aid, Tuition Grants, *Veterans Education

Identifiers—Army National Guard, Army Reserve, General Educational Development, United States

This report addresses the extension of selected educational benefits to the Army Reserve (USAR) and Army National Guard (ARNG). The current Army General Education Development (GED) program is described, and a literature review of the effects of education upon military performance is included. A concept of extending tuition assistance to the Reserve and National Guard is developed, and recommendations pertaining to the design and cost of this concept are offered. Over half of the report is appendixes: Study Directive; House Rule 96; Department of Defense Proposal; GED Program Report; Questionnaires; Comments on Existing USAR Programs; ARNG Programs; Impact/Opinion Statements; and References. (WL)

(964)

ED 135 963

Servicemen's Opportunity College. A Summary Report to the Carnegie Corporation of New York, October 1, 1974 through September 30, 1975.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Department of Defense, Washington, D.C.

Pub Date Feb 76

Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Catalogs, *College Programs, Community Colleges, *External Degree Programs, Financial Support, Graduate Study, *Higher Education, *Military Personnel, *Nontraditional Students, Publications, Publicize, Technical Education, *Veterans Education, Vocational Education

Identifiers—*Servicemens Opportunity College

This summary on Servicemen's Opportunity College (SOC) reports on the progress of the following SOC tasks: recruitment of additional SOCs; exploring extension of SOC to technical and vocational programs; exploring extension of SOC to graduate programs; publishing and distributing SOC catalogs and other materials; encouraging better liaison among SOC and the programs of each service and between civilian institutions and the military services; providing assistance to the Defense Activity for Non-Traditional Education Support regarding information on self-study, external degrees, and other nontraditional programs; refining criteria, procedures, and report forms; exploring policies and procedures to monitor institutional compliance with SOC criteria; providing for a continuing evaluation of SOC; exploring issues, policies, and means for planning, liaison, and governing civilian education for military personnel; exploring issues, policies, and options for financing civilian education for military personnel; exploring possible civilian applications of SOC; and providing a veteran's education service for institutions. A list of SOC institutions is appended. (SPG)

8100
Religious

(965)

EJ 138 961

New Focus in the Roman Catholic Adult Education Movement Ryan, Leo V., *Adult Leadership*, v24 n9, pp314-6, May 76

*Adult Education, *Religious Education, *Church Programs, *Church Role, *Educational Policy, Church Responsibility, Educational Needs, Needs Assessment, National Organizations, National Programs, [, Roman Catholic Church]

Roman Catholic Church-sponsored adult education organizational development in America from 1968-72 is described, introducing a philosophical shift (from adult education broadly conceived to adult religious education) and structural adjustments based on 1971-72 research which established the Church's adult education priorities (background papers, demonstration projects, feasibility studies, and needs assessment). (AJ)

8200
Libraries, Museums

(966)

ED 111 410

Eyster, George W.

The Coordination of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Volume I. Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0810

Pub Date Feb 75

Grant—OEG-0-72-2523

Note—97p.; For a related document see IR 002 503

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—*Adult Basic Education, Adult Education Programs, Annual Reports, Community Information Services, Demonstration Projects, *Disadvantaged Groups, Interagency Coordination, *Interinstitutional Cooperation, Library Extension, Library Materials, *Library Programs, Library Technical Processes, Outreach Programs, Policy, Program Descriptions, Program Evaluation, Publicize, *Public Libraries, Public Schools

Identifiers—Alabama, Appalachian Adult Education Center, Georgia, Kentucky, Multitype Library Networks, Ohio, South Carolina, Tennessee, West Virginia

Volume I presents a summary of the methodology, problems, and recommendations of seven projects demonstrating the coordination of public library with public schools services for disadvantaged adults. The summary covers personnel (clients, orientation of undereducated adults to library services, readers' profiles, library cards, and advisory boards); recruitment and promotion; library materials (assessment of collections, selection, acquisition, delivery, reader guidance, housing, resource centers, bookmarks, and fines); delivery (bookmobiles, mail, circulating collections, Adult Basic Education (ABE) classes and home instructors, and class visitations); in-house services (ABE classes in libraries, displays, and miniprograms), information and referral; policies (general, fines, funds, outreach services, and in-house service services); coordination (school libraries, newsletters and other publications, advisory committees, joint workshops, tours, organizational structure, funding, and obstructions to coordination); and spin-off (community awareness and planning, coordinated efforts, coping skills; materials, higher education, and continuation). Volume I concludes with a checklist of activities needed for coordinating and delivering usable library services to adult students. (Author/LS)

(967)

ED 111 411

Eyster, George W.

Institute Series for Developing Public Library Services for Disadvantaged Adults. Annual Report, 1974. Volume 2.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0810

Pub Date Feb 75

Grant—OEG-0-72-2523

Note—106p.; For a related document see IR 002 502

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Adult Basic Education, Adult Education, Annual Reports, Community Information Services, *Disadvantaged Groups, Information Dissemination, Innovation, *Institutes (Training Programs), Interinstitutional Cooperation, Library Education, Library Instruction, Library Programs, Library Services, Low Income Groups, Outreach Programs, *Professional Continuing Education, Program Descriptions, Program Evaluation, Program Planning, *Public Libraries

Identifiers—Alabama, Appalachia Adult Education Center, Kentucky, South Carolina, West Virginia

Volume 2 presents the background and methodology of four state institute projects (Alabama, Kentucky, South Carolina, West Virginia) designed to expand public library services to disadvantaged adults, and also provides a description of the national, state, and local dis-

examination activities of the seven library/Adult Basic Education demonstration projects. The dissemination activities include print, nonprint, and personal contact. Awareness, interest, and trial-level institute-dissemination series are described in detail: the preplanning activities, the conduct of the two-day community planning session, and the postplanning followup or implementation stage. The development and field-testing of the multimedia library orientation kit for disadvantaged adults is described, as well as duties of the trainers and evaluation and followup activities. The nontraditional training design is viewed as a model for change in public services. (Author/LS)

(968)

ED 113 229

Du Terroil, Anne

Museum Education: Recent Trends in Learning Environments.

Spons Agency—Texas Univ., San Antonio.

Pub Date 75

Note—20p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Community Education, Educational Facilities, *Educational Programs, Educational Research, *Exhibits, *Learning Theories, *Literature Reviews, *Museums, School Role, Visual Learning

The role of museums in educational programs is described in this study and literature review. It collects, describes, and evaluates the museum's acceptance, use, and impact of psychological learning theories within educational programs. The study reports that most museums can give only a portion of their time, space, and imagination to educational programs. Throughout the literature review, a number of guiding principles point out psychological learning theories which museums use to provide exceptional learning experiences within their own institutions. The guiding principles which museums use include (1) the recognition of relevancy between museum visits and school experiences; (2) the use of visual objects as perceptual materials to reinforce learning; (3) the promotion of activity, discovery, and inquiry as useful techniques in developing and refining discriminatory skills; (4) the acceptance and utilization of organized experiences which facilitate learning and retrieval; and (5) the recognition of the value of stimuli and feedback as part of an exhibit to enable visitors to respond and attend to the exhibit as a learning experience. (Author/JR)

(969)

ED 126 905

Eyster, George W.

Non-Formal Library Training Institutes, Final Report, 1973-1976.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Report No—P-468-AH-50136

Pub Date Aug 76

Grant—OEG-00-75-00805(468)

Note—125p.; Project Year: July 1, 1975-June 30, 1976

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Programs, *Disadvantaged Groups, *Institutes (Training Programs), Interinstitutional Cooperation, Librarians, *Library Services, Library Technicians, Outreach Programs, Program Evaluation, *Public Libraries, Regional Programs, State Libraries

Identifiers—*Appalachia

The Appalachian Adult Education Center (AAEC) provided non-formal library training institutes in ten southeastern states over a three-year period, 1973-1976. With the cooperation of the state libraries, AAEC conducted institutes at 77 individual libraries and involved whole library staffs, as well as useful and interested community and agency participants, in planning basic education and other services for disadvantaged adults. Institute components included awareness sessions, construction of community profiles, client participation, two-day planning sessions, work agreements, evaluations, and follow-up services. Evaluations proved the overall success of the program as well as its cost effectiveness. AAEC also produced a series of guides and a multi-media kit on the public library. Appendixes contain an article on barriers to cooperation in the community and a bibliography of AAEC publication. (LS)

(970)

ED 126 936 52

Mavor, Anne S. And Others

The Role of the Public Libraries in Adult Independent Learning. Final Report.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.

Report No—P-OE-465192

Pub Date Jan 76

Grant—OEG-0-72-5193

Note—193p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Learning, *Independent Study, Information Services, Library Planning, *Library Programs, Library Role, Library Services, National Programs, Professional Training, Program Evaluation, Program Planning, Public Libraries, State Programs, Surveys

The Office of Library Independent Study and Guidance Projects, College Entrance Examination Board and 11 participating public libraries report on the adult independent learning program. This is a historical and descriptive analysis of accomplishments between July, 1972, and June, 1975. Coverage includes project planning and coordinating activities at the national level, and service planning, staff training, and service testing and evaluation at the individual library level. The data represent the first efforts of the participating libraries to describe the adult independent learner, to characterize learning projects, and to evaluate the effectiveness of in-depth advisory and information support services. Appendixes contain training manuals, a sample training plan, and common data system forms. (Author/LS)

(971)

ED 133 290

Screven, C. G.

The Measurement and Facilitation of Learning in the Museum Environment: An Experimental Analysis. Publications in Museum Behavior, 1.

Smithsonian Institution, Washington, D.C. Office of Museum Programs.

Pub Date 74

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock no. 047-001-00128-1, $5.40 hardback)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, *Community Resources, *Educational Facilities, *Educational Research, Elementary Secondary Education, Exhibits, Games, Higher Education, Instructional Media, *Instructional Technology, Learning Activities, *Learning Motivation, Magnetic Tape Cassette Recorders, *Museums, Reinforcement, Statistical Analysis

Defining the museum as a learning environment, this book analyzes devices that can be used to make the experience more meaningful for visitors in existing and new exhibits. Although the typical museum audience is heterogeneous and voluntary with no particular instructional objectives on which to base museum exploration, instructional technology can be used to arrange media and activities in order to facilitate specific learning outcomes. Elements of two experimental programs, which were initiated in the Milwaukee Public Museum, are described. Audiocassettes and portable visitor response devices can serve as adjuncts to already existing exhibits to give them interactive properties. For example, the visitor may carry and play the cassette as he examines an exhibit, and he can punch answers on a punchboard in response to audio-script questions. The devices can be wired so that the cassette stops playing until the correct response has been punched. Similar nonportable machines can be attractively programed for pre- and posttesting or self-testing. Other techniques for self-testing could involve latent image response cards, punchboards, and mechanical response devices. Statistics are included for several studies that use various techniques over different periods of time. (AV)

(972)

ED 139 998

Boggs, David L.

Learning Derived by Visitors to the Ohio Historical Center.

Pub Date 77

Note—30p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Learning, *Affective Behavior, *Cognitive Processes, Exhibits, Interviews, *Learning Experience, Leisure Time, Measurement Instruments, *Museums, Observation, *Reactive Behavior, Recreational Facilities

The paper presents results of a study to assess to what extent visiting a museum is an adult learning experience. Study population was 112 adult visitors to the Ohio Historical Center in Columbus during December 1976 and January and February 1977. Visitor behavior was observed and recorded and the visitors were then interviewed for their comments about what they had seen. Visitor comments indicative of learning from the exhibits were scored on a scale of evidence of six cognitive and five affective learning behaviors. Collected data were tabulated as mean scores for the 11 behaviors and anecdotal data presented in narrative form under each behavior. A demographic profile of the 112 visitors is included. The study supported the contention that some learning occurs during a museum visit in a setting of leisure and recreation. (MF)

(973)

ED 143 364

Childers, Thomas Pisz, Joyce

The Blue Collar Adult's Information Needs, Seeking Behavior and Use. Final Report.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Bureau No—L0029JA

Pub Date Mar 76

Grant—OEG-0-74-7306

Note—144p.; Best copy available

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adults, *Blue Collar Occupations, *Information Needs, *Information Seeking, *Literature Reviews, *Pilot Projects, Question Answer Interviews, Semiskilled Workers, Skilled Workers, Unskilled Workers

Identifiers—Pennsylvania (Philadelphia)

A review of the relevant literature, which is the first of two parts of this study, found that the existing literature is sparse and presents a fragmented picture of the information environment of the blue collar adult. The second part was a pilot survey, undertaken to probe this information environment, and consisted of intensive living room interviews with 50 adults in Philadelphia's Kensington and South Philadelphia sections. Conclusions from the pilot study and other studies of the information environment of the general population indicated that the blue collar adult has information needs and patterns of information seeking and media use similar to the general population, except that he or she is less likely to perceive everyday problems as needs for information. Human beings, television, and newspapers were primary sources of information; radio, magazines, and books were little used; and library use was negligible. The primary source of job-related information was the union. Bibliography, lists of serial and monograph bibliographies examined, and the interview questionnaire with tabulations are attached. (Author/KP)

(974)

ED 143 375 95

Penland, Patrick R.

Librarian Client Learning Projects. Final Report.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Spons Agency—Office of Education (DHEW), Washington, D. C. Library and Information Sciences Branch.

Pub Date 9 Jan 76

Grant—G007500621

Note—52p.; For related documents see ED 128 016 and ED 129 247

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Learning, *Behavior Pat-

terns, *Educational Resources, Independent Study, *Learning Characteristics, *Learning Motivation, Libraries, *Library Research, *Library Role

This study examined the self-learning and educational patterns of selected respondents in Allegheny County, Pennsylvania who have used library resources on a continuing basis. The content of learning projects emerged from real-life negotiations and ranged across the transactional environment. Episodes--consulting people, reading, browsing, searching, viewing, and listening--were linked to form sequential learning projects exceeding the definition of seven hours spread over three days. Respondents tended to use a combination of four major types of resources for information and planning: self as resource, nonhuman resource (e.g., library materials), another person (e.g., a librarian), or a group. This study found implications for the librarian in the role of learning consultant developed around the psychology of actual learning patterns rather than instructor's methods or library use training. (Author/KP)

(975)

ED 148 392

Roughton, Anne

Libraries and Literacy: The Problem of Illiteracy in the United States and What Libraries Can Do About It. Proceedings of a Workshop.

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 77

Note—47p.; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Basic Education, Basic Reading, *Illiteracy, *Library Programs, *Library Role, Literacy, Needs Assessment, *Public Libraries, Reading Improvement, Workshops

The four speeches which were given at this one-day workshop are reprinted in this document. The opening speaker began with an assessment of the problem of illiteracy in the United States and presented the library as an agency already dedicated to adult education and teaching of reading. The next speaker challenged librarians to keep abreast of contemporary means of communication, and to provide those means to users in order to serve the real demands of the public. A representative from the Right to Read Academy of the University of San Francisco described the philosophy of the American school that produces a nonreader. Some of the methods used by the Academy to teach reading were described. The major portion of the workshop was the presentation of the actual working plan of a literacy program administered through the libraries of the South Bay Cooperative Library System. (JAB)

(976)

ED 149 773

Mayer, Anne S. And Others

The Role of the Public Libraries in Adult Independent Learning. Part II. Final Report.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.; Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Sep 76

Note—117p.; For related documents, see ED 094 681, ED 126 936

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education Programs, Adult Learning, *Independent Study, Information Services, *Library Extension, *Library Programs, Library Role, Library Services, *Program Evaluation, Program Planning, *Public Libraries, Tables (Data)

Part two of the final report on the adult independent learning program focuses on the following: (1) discussion of the 11 data collection categories developed to meet the information needs of specific groups--advisors working with adult learners, planners monitoring service performance, library policy decision makers responsible for determining the future of the service, and other libraries interested in implementing similar services; (2) aggregated data analysis of the 11 categories of information collected by the participating libraries between July 1975 and July 1976; (3) policy questions and issues raised as a result of the interpretation of the data analysis; (4) short and long range dissemination activities; and (5) conclusions. The program served 934 learners in this time period; 216 of them were light or new project library users. The results of the evaluation made by the learners completing the program indicated that 91 percent were satisfied with the service and that 92 percent would use the service again for a new learning project. Other outcomes were (1) the successful integration of the service with program planning and management; (2) formation of the Consortium of Public Library Innovation; (3) identification of the conditions which must be met for the learners advisory service to succeed; and (4) identification of background and training requirements associated with the design, modeling, and implementation of a new service concept. Descriptions of the advisory and information support services, as well as data collection forms and recording instructions, are appended. (Author/JPF)

(977)

ED 157 536

Katz, Ruth M. And Others

Serving Senior Patrons: Integrated Media. Final Report.

Denver Univ., Colo. Research Inst.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Nov 77

Grant—G007603347

Note—43p.; For related document, see IR 006 121

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Audiovisual Aids, *Community Information Services, Gerontology, Health Services, *Library Services, *Older Adults, *Professional Continuing Education, *Public Libraries, Senior Citizens, Slides, Tape Recordings, Video Cassette Systems

A set of five 3/4" color videocassettes and two slide/sound shows on topics relating to public library services to an aging population was developed. These programs, together with a study guide, are known as the VINTAGE series and were designed for use by library staffs in small and medium-sized public libraries. Five tasks were completed during the project period: needs assessment, scripting and design, production, evaluation and field-testing, and dissemination. The final report includes a bibliography of items found to be useful by the project staff. Project conclusions note the ongoing need for continuing education and staff development software, and for project durations longer than twelve calendar months. Recommendations include investigating the feasibility of developing a software clearinghouse, increasing the use of telecommunications to deliver training, and funding for regional production centers. (Author)

9000 INTERNATIONAL PERSPECTIVE

(978)

EJ 160 071

Adult Education: Unesco Guidelines for Future Development *Literacy Work*, v6 n1, pp1-15, Spr 77

*Adult Education, *International Education, *Educational Development, *Educational Responsibility, Guidelines, Educational Administration, International Organizations, Research Needs, Equal Education, Disadvantaged Groups, [UNESCO]

Presents draft recommendations/guidelines for the future development of adult education approved in 1976 by a UNESCO-appointed special committee. Recommendations cover the definition of adult education; objectives and strategy; structure and content; methods, means, research, and evaluation; the relations between adult education, youth education, and work; management administration, coordination, and financing; and international cooperation. (SH)

9020 International, Comparative Studies

(979)

ED 112 133

Bennett, Clif, Ed. And Others

Comparative Studies in Adult Education: An Anthology. Occasional papers No. 44.

Pub Date Aug 75

Note—257p.; Syracuse University Publications in Continuing Education

Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 ($9.00)

Document Not Available from EDRS

Descriptors—*Adult Basic Education, *Adult Education, Adult Education Programs, *Anthologies, *Bibliographies, *Comparative Education, Program Descriptions, Research Methodology, State of the Art Reviews

Prepared to assist students and teachers, the document is a collection of 21 papers and a bibliography that have been screened for validity and usefulness at the Ontario Institute for Studies in Education. The papers, some being published for the first time, are arranged in four parts: (1) Overviews (two papers) discusses comparative education categorically and in broader terms of Canadian and African experience; (2) Methodology; General (six papers) defines philosophical, problematic, scientific, typological, and comparative approaches to comparative education; (3) Methodology: Specific to Adult Education (five papers) focuses on comparative education and its influence upon adult education through history, an analytical model, and cultural diffusion; (4) Examples of Application (eight papers) discusses simulation as a teaching method, four strategies for a comparative approach to continuing education, the Canadian Indian, societal and educational differentiation, educational values in a cross-national approach, and vocational training and higher education in the United Kingdom and France, Europe, Australia, and Canada. The bibliography lists 292 titles in English, French, and German which analyze or describe adult education in two or more countries. An introduction and initial paper examine current points of view. (LH)

(980)

ED 121 960

Developments in Educational Leave of Absence.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 76

Note—237p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 ($8.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, *Comparative Analysis, Cross Cultural Studies, Educational Finance, Employer Employee Relationship, Foreign Countries, *Industrial Relations, Inservice Education, International Organizations, Labor Demands, Labor Force, *Leave of Absence, *Manpower Development, Professional Continuing Education, Professional Training, Sabbatical Leaves, Training

The document evaluates present international developments in the area of leave of absence during working hours for educational purposes. Part I, Educational Leave of Absence: A Comparative

Analysis, contains five chapters: (1) Towards a New Right to Education, discussing recurrent education, the world of work, the International Labor Organization, and the world of education; (2) Educational Leave of Absence: The European Situation, examining principles and objectives, adopted legislation, length of leave, types of training, and financing mechanisms; (3) Educational Leave of Absence: The Situation in the United States, discussing collective bargaining, educational leave, negotiated agreements, funds, family education, and conclusions; (4) future Implications of Educational Leave: The Nature of the Problem in Europe and the United States, examining new social mechanisms, the gap between labor and education, financing and relationships within the firms, and social policy; (5) Summary, discussing individual rights, financing mechanisms, and training institutions and worker participation. Part 2, Country Studies, examines educational leave in Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United Kingdom, and Yugoslavia. Appended material (from the International Labor conference, 1974) includes texts of the adopted convention and recommendations and tables of the structure of the economically active population in the countries examined. (LH)

(981)

ED 126 252

Adult Education Development....Towards an International Recommendation: Working Document. Occasional Paper No. 19.

Canadian Commission for UNESCO, Ottawa, (Ontario).

Pub Date Feb 76

Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, *Educational Objectives, *International Organizations, *International Programs, *Policy Formation, *Program Development

Identifiers—UNESCO, *United Nations Educational Scientific Cultural Or

Concepts on adult education development at the international level are discussed as a basis for the formulation of an international draft recommendation on the development of adult education among member States of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The document is divided into four parts. The first part contains the preliminary report which defines the situation on which the international recommendation and its scope will be based. It includes a discussion of its legal character, historical background, definition of adult education, objectives and strategy, content, and other questions which might be regulated on an international basis. The second section, Annex 1, contains the preliminary draft recommendation and provides information on the following areas related to adult education development: definition, objectives and strategy, structures, content, methods of adult education and research, training and status of persons engaged in adult education work, relation between adult education and youth education, relation between adult education and work, and international cooperation. The third section, Annex 2, consists of a paragraph-by-paragraph commentary on the recommendation. The last section presents the Canadian response to the proposed international instrument on the development of adult education. (EC)

(982)

ED 128 615

Kreitlow, Burton W.

Comparative Study on the Process of Community Change: Wisconsin, England, Taiwan.

Pub Date 76

Note—32p.; Paper presented at the Adult Education Research Conference (Toronto, Canada, April 8, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Behavioral Science Research, *Change Agents, Community Influence, Community Leaders, Comparative Analysis, *Comparative Education, *Cross Cultural Studies, *Educational Change, Educational Improvement, Educational Responsibility, Models, *Research Design, Teacher Influence

Identifiers—England, Taiwan, Wisconsin

The research design (called a Model for Educational Improvement), which was employed to compare the process of community educational change in Wisconsin, England, and Taiwan, is described. It was designed to demonstrate the means by which the following can be compared across cultures: Comparative influence on educational matters that are assigned by community leaders and parents to selected individuals or groups, and comparative extent of responsibility for educational improvement so assigned. The design presents a novel system for realistic field interviewing in a country where there is a language barrier for the researcher. Included in the design are descriptions of how preliminary plans are made for gaining school cooperation, methods of selecting samples of parents, and determination of the sample of community leaders. Results of the study, which proved the model's viability across cultures, are presented in summary form (tables and narrative). The summary includes information which demonstrates the greater influence in England and Taiwan of district administrators, principals or headmasters, teachers, and of both state (province) and federal officials as perceived by parents and community leaders. It also includes evidence from parents that in Wisconsin the influence of the school boards and parents is greater than in England and Taiwan. (Author/WL)

(983)

ED 145 076

Learning Opportunities for Adults. Vol. 1. General Report.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 77

Note—83p.; Parts of document may be marginally legible due to small type

Available from—Organisation for Economic Cooperation and Development, 2 rue Andre-Pascal, 75775, Paris Cedex 16, France (ISBN-92-64-11621-4, $4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Access to Education, *Adult Education, Agency Role, Disadvantaged Groups, *Educational Administration, Educational Assessment, Educational Change, *Educational Development, Educational Finance, Educational Innovation, Educational Needs, *Educational Opportunities, *Educational Policy, Federal Aid, Foreign Countries, Government Role, Manpower Needs, Policy Formation, Private Agencies, Public Support

This report on adult education in the organization for Economic Cooperation and Development (OECD) member countries is primarily intended for policymakers but is also designed for use by professional adult educators and others concerned in developing the full potential of adult education as a service to the individual and society. Content is in eight sections. Section 1 briefly introduces the report's main theme: The provision of a well-endowed, nationwide adult education service has become an essential policy requirement in all modern societies. Section 2 assesses the present status of adult education and reveals gaps in national and local provisions. The third section discusses definitions of adult education, individual and collective learning needs, and the reachability of underprivileged adults. Issues and problems that arise in developing a comprehensive public adult education service are raised in section 4, which also analyzes the essential components of such a service with particular reference to structural factors. Section 5 analyzes the interrelationships between adult education on the one hand, and the formal education system and the world of work on the other, and section 6 discusses resources, including financial policies, support for nongovernmental agencies, and participants' fees. Section 7 discusses practical measures to widen access to adult learning opportunities. Four alternative future adult education policy options for OECD member countries are presented in the final section. (EM)

(984)

ED 147 496

Srinivasan, Lyra

Perspectives on Nonformal Adult Learning. Functional Education for Individual, Community, and National Development.

World Education, Inc., New York, N.Y.

Pub Date Mar 77

Note—127p.

Available from—World Education, 1414 Sixth Avenue, New York, New York 10019

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, *Adult Education Programs, *Adult Learning, Adult Students, Comparative Analysis, Demonstration Programs, Foreign Countries, Global Approach, Group Discussion, Individual Development, Instructional Design, Instructional Innovation, Learning Theories, Models, *Nonformal Education, Problem Solving, Projective Tests, *Self Actualization, Sensitivity Training, *Teaching Methods, *Teaching Techniques

Identifiers—United States

In this book, the first of a series on functional education for individual, community, and national development, the author shares her understanding of the needs of nonformal education and what may prove useful to fulfill these needs. The content is in three sections. The first one identifies the forces that have converged to give nonformal education the distinctive characteristics that distinguish it from traditional formal schooling. The second section explores three approaches (problem-centered, projective, and self-actualizing) to nonformal education that have been developed to (1) strengthen the problem-solving capacity of learners, (2) equip learners with coping skills to deal more effectively with their environment, and (3) develop the individual's inner potential and strengthen the positive awareness of self. The examples used in this section are drawn from nonformal education programs in Thailand, Ethiopia, Bangladesh, Ghana, Turkey, the United States, and the Philippines. The third and final section presents ten assumptions about nonformal education made by the author based on her experiences with these three approaches. The appendix includes sensitizing exercises for trainers and field staff, learning materials, forms for recording feedback, and descriptions of the nonformal educational projects discussed in the text. (EM)

(985)

ED 150 065

Hummel, Charles

Education Today for the World of Tomorrow. IBE Studies and Surveys in Comparative Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—International Bureau of Education, Geneva (Switzerland).

Pub Date 77

Note—200p.

Available from—UNIPUB, P.O. Box 433, New York, New York 10016 ($12.50, paper cover)

Document Not Available from EDRS.

Descriptors—Adult Education, Comparative Analysis, *Comparative Education, Continuation Education, Data Analysis, Developed Nations, Developing Nations, Educational Development, Educational Innovation, Educational Planning, Educational Policy, *Educational Practice, *Educational Problems, *Educational Trends, Elementary Secondary Education, Futures (of Society), Global Approach, Higher Education, Illiteracy, Literacy Education, Political Influences, Prediction, *Relevance (Education), Socioeconomic Influences

The study investigated the educational practices, trends, problems, and achievements in the world today. Intended predominately for use by educational policy makers in both developed and developing nations, the booklet is also relevant for members of the public concerned with the future of education. The booklet is presented in five chapters. Chapter I describes philosophies which promoted recent educational reforms and presents case studies of innovative practices in New Zealand, Russia, Nigeria, and Algeria. Chapter II focuses on lifelong education in theory and practice. Topics discussed include background, objectives, and practices of continuing education in various nations, the role of mass media, and the campaign against illiteracy. Chapter III examines the global democratization of education, with particular consideration of participation by students in all phases of the educational system and of increasing access to higher education. Chapter IV investigates the relationship between education and society. Information is presented on economic development, disparities between industrialized and developing nations, work study programs, cultural transmission, and education in rural areas. The final chapter predicts trends in education, including increasing regional and international cooperation, individual participation, decentralization, and cultural development activities. (Author/DB)

(986)

EJ 141 831
Proposed Theoretical Model for the Comparative Study of National Adult Education Systems in Europe Titmus, Colin, *Society and Leisure*, v8 n2, pp39-54, 76

*Adult Education, *Research Methodology, *Comparative Education, *Research Criteria, *Models, National Surveys, Comparative Analysis

Provides a model developed from "Notes Towards a Model of Adult Education in Great Britain", which focus on two major areas of concern: (1) The classes of factors which seem to influence provision of and participation in adult education and (2) aspects of provision and participation, a knowledge of which seems essential to a comprehensive understanding of an adult education system. (LAS)

9040
Developing Nations

(987)

ED 110 602
Hall, Budd L.
Non-Formal Education, Redistribution of Wealth and Production.
African Adult Education Association, Lusaka (Zambia).
Pub Date Sep 75
Note—19p.; Prepared for the African Adult Education Association Conference (Kinshasa, Zaire, September, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Decision Making, *Developing Nations, Economically Disadvantaged, *Economic Change, Economic Development, Economic Factors, *Educational Strategies, *Nonformal Education, Participation, Political Influences, Social Change

Concepts of development and non-formal education that are needed for the Third World must be broader than a development based on economic growth; they must include not only distribution, but redistribution of existing wealth. Consequently, most new developmental strategies are concerned with placing priority on those groups which are the poorest. Non-formal and adult education is more likely to have a direct impact on the urban and rural poor than formal education. An instrument of political and economic change, non-formal education plays an important role in stimulating participation in decision-making. Another area of concern for adult education is the educating of educators and policymakers which allows both the masses and the leaders to change along the same lines. Further surveys of adult education provision are needed in order to extend coverage to the large portion of the population which is presently not being reached. There is an immediate need for establishment or expansion of research, training, and resource centers in adult education. An integrated approach to planning, which relates adult education to other inputs, and the need for increased involvement of the population in development planning continue to be challenges for planners and educators. (EA)

(988)

ED 114 592
Stambler, Moses
A Systems Design for Classification and Utilization of Indian Adult Education for Development Purposes.
Pub Date 7 Jul 75
Note—16p.; Paper presented at Seva Mandir (Rajasthan, India, July 7, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Classification, Continuous Learning, *Developing Nations, Educational Change, Educational Objectives, Educational Strategies, *Indians, Individual Development, *Nonformal Education, Program Administration, Program Content, Program Coordination, Program Evaluation, *Systems Approach

There is a growing recognition in India of the significant role nonformal adult education can play in achieving national and individual developmental objectives. Traditional formal education with its greatest benefits for a small elitist group will not contribute significantly toward the resolution of major socioeconomic problems. Adult education is an important existing strategy that can be further developed as a major nonformal strategy. Currently, adult education is beginning to assume two major new role tasks, as lifelong education for all levels of society and as a major component in education for developmental strategies. A limitation of adult education, however, is the lack of an organizational framework to systematically build and improve operations. The systems classification of this proposal would provide classification for self-analysis, gathering, classifying, evaluating, and diffusing information about adult education programs in India. The model includes: (1) Identifying Characteristics (organization/administration, program objectives, and time allocation); (2) Setting (needs assessment, culture/economic/civic/scientific context, and other area programs); (3) Program Structure and Function (facilities, philosophy, personnel, clientele, curriculum, and processes); and (4) Output: Evaluation and Feedback (pre- and post-tests, interviews, questionnaires, on-the-job records, research, cost/benefit analysis, internal/external efficiency, and feedback). (EA)

(989)

ED 150 284
Hall, Budd L.
The Structure of Adult Education and Rural Development in Tanzania. IDS Discussion Paper No. 67.
Sussex Univ. (England). Inst. of Development Studies.
Pub Date Jan 75
Note—21p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Development, *Adult Education, Adult Education Programs, Agency Role, Community Development, Community Schools, Developing Nations, Educational Facilities, Educational Needs, Educational Objectives, Educational Resources, Foreign Countries, Information Dissemination, *Information Networks, Library Services, Literacy Education, National Programs, Political Influences, Post Secondary Education, *Program Administration, *Program Design, *Program Development, Research Needs, *Rural Development, Rural Education
Identifiers—*Tanzania

Emphasis placed on adult education in Tanzania stems directly from the decision to bring about development through an egalitarian rural transformation. The political decision to stress socialist development with priority to those living in rural areas preceded the creation of the adult education network and shaped its structures and organization. The basic unit of the network is the community school which serves during part of the day as the primary school for children while operating in the afternoons as an adult education center. The subjects that are taught at each center vary depending on the interests of the people, the availability of teachers, and the development priorities in the district. To carry out the large tasks assigned to adult education, a network of supervisory and coordinating personnel has been established. Four types of adult education programs which operate through the network are functional literacy programs, discussions of national policies, short-term mass education programs, and local education programs. (This paper includes a discussion of institutions and organizations which have a major adult education role, such as Kivukoni College, workers' education organizations, rural training centers, cooperative education agencies, the Tanganyika Library Service, and the Institute of Adult Education. Five questions about the relationship of education and development which the author feels need fuller treatment conclude this paper.) (EM)

(990)

ED 154 788
Djavan, Djafar Esmaili
System Planning for Agricultural Education in Developing Countries. Technical Report No. 14.
Stanford Univ., Calif. Stanford Electronics Labs.
Spons Agency—National Iranian Radio and Television, Tehran.
Pub Date Dec 76
Note—238p.; Fig. IV. 19 (p181-192) may reproduce poorly; For related document, see IR 005 839
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Adult Education, *Agricultural Education, Course Content, Course Descriptions, *Curriculum Development, *Developing Nations, *Educational Radio, *Educational Television, Planning, *Systems Approach, Tables (Data)
Identifiers—Iran

The purpose of this report is to define a systematic process for developing television and radio programs to support the education of farmers in developing nations and apply that process to the Iranian situation. The first part of the step by step process is the development of the set of courses for the broadcast media in conjunction with national agricultural planners and agricultural subject area experts; the result is a sequence of specific course elements defined for production. The second part of the process results in a series of broadcast schedules for the different transmission stations of the country. The report provides an analysis of Iran's National Cropping Plan, the definition of content of the courses, and the definition of broadcast schedules. A number of charts and tables detail the present agricultural situation in Iran. (VT)

(991)

EJ 140 811
The Vicious Circle of Illiteracy, Over Population and Poverty-Functional Literacy and Family Life Planning Education Approach to Tackle It Khajapeer, M., *Indian Journal of Adult Education*, v37 n1, pp2-8, Jan 76

*Developing Nations, *Poverty Research, *Overpopulation, *Functional Illiteracy, *Literacy Education, *Family Life Education, Social Problems, Family Planning, Foreign Countries, [*India]

The interrelated nature of the problems of illiteracy, overpopulation, and poverty in developing countries is explored and an integrated approach to solving these problems in India, the Functional Literacy and Family Life Planning Education program, is described. (MS)

(992)

EJ 154 444
Nonformal Education: Some Indications for Use Grandstaff, Marvin, *Comparative Education Review*, v20 n3, pp294-304, Oct 76

*Nonformal Education, *Evaluative Thinking, *Concept Formation, *Educational Strategies, *Educational Planning, Education Problems, Program Evaluation, Educational Resources, Learning Activities, Program Proposals

Concentrates on the fit between an educational strategy like nonformal education and a development problem. Explores the thesis that it is important to delineate the character and function of educational strategies both formal and nonformal, in terms of their potential for addressing varying human contexts. (Editor/RK)

9350
Canada

(993)

ED 116 708
Wozniwicz, Ignacy
Summary of the Main Findings of the study "Demand for Part-Time Learning in Ontario".
Ontario Educational Communications Authority, Toronto. Research and Planning Branch.
Pub Date Oct 75
Note—19p.; Full study available from Ontario Institute for Studies in Education in April 1976
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Adult Education, Adult Learning, Adult Students, Continuous Learning, *Educational Needs, Participant Characteristics, Participation, Part Time Students, *Student Characteristics, *Surveys, Use Studies
Identifiers—*Canada (Ontario), Ontario Educational Communications Authority

A probability sample survey of 1,541 residents of Ontario, Canada investigated: (1) the scope of involvement of adults in deliberate part-time learning activities, and (2) the possible role that

educational communications media could play in extending educational opportunities to adults. Involvement in education varied according to age, educational attainment, income, occupation, place of residence, and native language, but overall results showed that 30 percent of adults were engaged in deliberate educational activities, and an additional 18 percent were interested in learning activities but were not presently involved. Obstacles that presented participation in education were investigated with the hope that in the future educational media could increase access. The report briefly discussed the institutions, subject areas, methods, and motivations that are employed in adult education. (EMH)

(994)

ED 118 843

Devlin, Laurence E. Jeffels, Ronald R.

Partners in Promise: A Perspective on Continuing Education in British Columbia. Occasional Paper No. 2.

British Columbia Dept. of Education, Victoria.

Pub Date Jan 75

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Adult Education, *Adult Learning, Adult Programs, Adult Students, Community Colleges, Educational Assessment, Educational Facilities, Educational Finance, Educational Needs, *Educational Problems, Foreign Countries, Institutional Role, Post Secondary Education, Professional Personnel, *Social Change, State of the Art Reviews, University Administration

Identifiers—*British Columbia, Canada

An examination of Canadian continuing education in general and in British Columbia, specifically, is presented. The motives of learning, classification of adult learner orientations, and social influences on adults are discussed. A state of the art review analyzes Canadian university populations, emphasizing the fact that the proclivity for participation in adult education is related to the level of formal education attained, with more participation by those who have reached higher levels of education. Institutional limitations in British Columbia are discussed in terms of: course offering patterns, geared to full-time day students; location, making access to postsecondary education facilities difficult; finance, limiting course offerings and scholarship or funding programs; and noncredit offerings, attended by the greatest proportion of adult students. Professional leadership and two-year community college development in major pools of population throughout British Columbia are discussed, with a list of college roles and functions. It is suggested that the enormous growth of Canadian adult education might be met through strengthening existing institutions' commitment, and developing specialized institutions or agencies to conduct adult education programs. (LH)

(995)

ED 123 426

Waniewicz, Ignacy

Demand for Part-Time Learning in Ontario.

Ontario Educational Communications Authority, Toronto.; Ontario Inst. for Studies in Education, Toronto.

Pub Date 76

Note—216p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (No price given)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, *Adults, Adult Students, Credits, Degrees (Titles), Educational Assessment, Educational Attitudes, *Educational Demand, Educational Facilities, *Educational Interest, Educational Needs, Educational Opportunities, Educational Research, Motivation, *Part Time Students, Questionnaires, Socioeconomic Influences, Student Characteristics, *Surveys

Identifiers—*Ontario

The document presents a study of the demand of part-time learning in Ontario, identifying learners, would-be-learners, and non-learners, and providing information on how people learn, their intentions for learning, their motivations, and various factors which obstruct their efforts and desires to learn. Chapters, with 137 tables, include: (1) The Study, examining major influences; (2) Characteristics of Learners, providing demographic and socio-economic data on three survey groups; (3) Where Do Adults Learn?, examining six categories; (4) What Do Adults Learn?, analyzing responses; (5) Why Do Adults Learn?, categorizing reasons; (6) Preferred Methods of Learning, presenting survey results; (7) Do Adults Want Credits?, presenting survey results; (8) Attitudes Toward Degrees and Diplomas, presenting data; (9) Obstacles to Participation in Learning, reviewing literature; (10) Cost, Time, Advice, analyzing how much people are willing to give and take; and (11) Conclusions, examining results. Appended material includes: the sample design; a discussion of field work; weighting procedures utilized; variance on selected statistics; the questionnaire; and the Ontario Educational Communications Authority (OECA) regions. Conclusions state that the number of Ontario adults actively engaged in learning is relatively high, but educational opportunities are not sufficiently adapted to the needs of numerous, specific groups. (LH)

9400
Latin America

(996)

ED 112 044

Bhola, H. S.

A Policy Analysis of Nonformal Education: The Case of Bolivia.

Midwest Universities Consortium for International Activities, Inc., East Lansing, Mich.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date [75]

Note—42p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Developing Nations, Educational Policy, Foreign Countries, *Nonformal Education, *Policy Formation, *Political Influences, Social Factors, *Socioeconomic Influences

Identifiers—*Bolivia

This document discusses policy analysis of nonformal education by defining terms and then applying them to the specific case of Bolivia. A definition of policy is proposed and policy analysis is discussed in terms of political analysis and institutional analysis. The necessity for nonformal education is explored through historical background and current need, 12 characteristics of nonformal education are listed, and a graphic presentation showing the relationship between nonformal education and general socioeconomic development is included. Policy sectors and policy arenas are defined, and nonformal education is discussed in terms of a policy arena. Policy analysis of Bolivian nonformal education is discussed in terms of the present political configuration, current distribution of educational goods, and the aspirations of the Bolivian elite. Evaluation of the success of nonformal education in Bolivia is made through examining Bolivian national policies, institutions and their capacities, media, grassroots organizations, and governmental support systems. It is suggested that the document may be useful to those interested in comparative and international education through its definition of policy and its relationship to public concern and the distribution of power within a society. Two tables supplement the analysis, and notes and references are appended. (LH)

(997)

ED 113 276

Nonformal Education in Ecuador, 1971-1975. An Approach to Nonformal Education.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jul 75

Note—226p.

Available from—Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($6.00)

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

Descriptors—Adult Education, Comparative Education, Developing Nations, *Educational Alternatives, *Educational Development, Educational Philosophy, Educational Programs, Educational Radio, Experimental Programs, Group Activities, Models, *Nonformal Education, Program Descriptions, Rural Areas, Simulation

Identifiers—*Ecuador

This document summarizes the experiences and results of four years (1972-1975) of work in nonformal education in Ecuador. The project grew out of informal discussions in 1970 between several members of the Center for International Education at the University of Massachusetts and a group of Ecuadoreans and Americans in the USAID mission in Quito. These discussions led to the realization that both groups were dissatisfied with the focus on the formal educational system as the major vehicle for human development. The project is a series of subprojects linked together by a common staff and a corresponding similarity of basic philosophy concerning goals, staffing, and processes. Throughout the project are two general programmatic thrusts: creating and testing an approach to working with village facilitators, and adapting materials and methods to be used by the adult education staff of the Ministry of Education. Two objectives of the project were to create or redefine methodologies and processes within which might be produced a learning-growth relationship and to demonstrate that these processes are valid as instruments for social change. Emphasis was on generating processes that foster the phenomenon of transformation rather than pure modernization. The document proceeds generally from a discussion of the conceptual framework and the philosophy toward a discussion of the more specific techniques and materials used, such as gaming and radio. (Author/JR)

9500
Europe

(998)

EJ 140 875

Training of Cultural Workers, Political Educators, and Adult Educators in Romania Kulich, Jindra, *Adult Education (London)*, v49 n1, pp34-7, May 76

*Foreign Countries, *Adult Education, *Adult Educators, *Educational Policy, *Teacher Education, Educational Research, Political Influences, Economic Factors, Public School Adult Education, Adult Vocational Education, [*Rumania]

Since the late 1960s research in adult education and the training of adult educators have been important aspects of a well-based adult education system in Romania. The author traces the recent historical background of the development of these emphases, and briefly describes current Romanian training programs and a research symposium. (AJ)

(999)

EJ 161 792

Adult Education in the Hungarian People's Republic Fukasz, Gyorgy, *Society and Leisure*, v8 n1, pp71-103, 76

*Adult Education, *Cooperative Programs, *Educational Development, *Educational Administration, *Labor Education, Post Secondary Education, Continuing Education Centers, Political Influences, Social Factors, Statistical Data, [*Hungary]

Discusses the comprehensive system of adult education in the Hungarian People's Republic in the framework of political, social, and cultural influences. (LAS)

(1000)

EJ 161 822

Commentary to the Description of Adult Education System in Poland Polturzycki, Jozef, *Society and Leisure*, v8 n2, pp5-16, 76

*Adult Education, *Comparative Education, *National Surveys, *Research Methodology, *Research Criteria, Educational Development, Cross Cultural Studies, Comparative Analysis, Educational Programs, [Poland]

Based on experience in writing a description of adult education in Poland, the author examines

the problems of methodology and criteria encountered in such a study and suggests a list of 10 themes around which such a study might be organized to facilitate comparison with descriptions of adult education in other countries. (JT)

(1001)
EJ 161 823
An Outline of a Description of Adult Education (Based on the Czechoslovak Adult Education System) Livecka, E., *Society and Leisure*, v8 n2, pp17-28, 76
*Adult Education, *Research Methodology, *Reports, *National Surveys, *Organization, Educational Research, Systems Approach, Research Criteria
An outline of the adult education system in Czechoslovakia is presented as a model for organizing such a descriptive research study. The three major topics are (1) comprehensive (statewide) system of adult education, (2) adult education subsystems, and (3) research and theory of adult education. (LAS)

(1002)
EJ 175 196
Trends in the Development of Adult Education and Continuous Learning Wolczyk, Jerzy, *Literacy Discussion*, v8 n2, pp1-24, Sum 77
*Adult Education Programs, *Educational Development, *Educational Policy, Continuous Learning, Continuation Education, Educational Assessment, Educational Trends, Educational Change, Vocational Education, Developing Nations, [*Poland]
Discusses the trend in the adult education system in Poland; includes the educational options available to adults, the adult education courses offered, and the functions of adult education. Also discusses the educational development and reform prospects for adapting the present system to meet the needs for continuing education. (EM)

9520
Great Britain—Scotland

(1003)
ED 113 228
Litt, Edgar
British Education at the Crossroads: Social Justice or Excellence?
Pub Date 75
Note—10p.; Paper presented at Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)
Journal Cit—Dissent; Win 76
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Adult Education, *Comparative Education, *Educational Change, Educational Development, *Educational Policy, Educational Research, Educational Strategies, *Equal Education, Higher Education, *Political Influences, Public Education, Resource Allocations, Secondary Education, Vocational Education
Identifiers—*England
The educational policy of the British Labor Party stresses the provision of quality education regardless of social class background. In a time of downward economic spiral, the Labor Party is committed to education for social justice through the redistribution of resources and research priorities, as well as the reorganization of the educational system. Budget decisions have redistributed funds from elite British universities to the comprehensive secondary schools and vocational colleges. Postsecondary reorganization involves efforts to merge the patch quilt of polytechnical schools, colleges of education, and colleges of further education under a single local authority. At the secondary level, comprehensive schools and semiprivate, direct grant schools are being merged to provide a strong alternative to expensive and exclusive private schools. Research and development funds are being shifted from open-ended cultural and scientific support to programmatic research designed to rescue a beleagured political economy. More money is being infused into trade union projects, workers' economic cooperatives, adult education programs, and vocational training. The belief is that worker incentives are critical to economic productivity and recovery. (Author/DS)

(1004)
ED 154 720
McIntosh, Naomi E. And Others
A Degree of Difference. The Open University of the United Kingdom.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date 77
Note—345p.
Available from—Praeger Publishers, 200 Park Avenue, New York, N.Y. 10017 ($5.95)
Document Not Available from EDRS.
Descriptors—*Adult Education Programs, Adult Learning, *Adult Students, *Educational Alternatives, Educationally Disadvantaged, *External Degree Programs, *Foreign Countries, Higher Education, Longitudinal Studies, Questionnaires, School Surveys, Student Characteristics, Student Problems
The present study is the first part of a longitudinal study following the progress of the first generation of Open University students through the university. It concentrates on the initial cohort of students, those entering in 1971. A comprehensive questionnaire was used to collect data, and covered in some detail the students' educational and occupational background, their work and leisure patterns, and their plans. The report provides information on the characteristics of adult students, the problems of independent learning, and the problems of the educationally disadvantaged in Great Britain. (MSE)

(1005)
EJ 128 919
A Question of Participation: Action and Research in the New Communities Project Fordham, Paul; And Others, *Convergence*, v8 n2, pp54-67, 75
*Adult Education, *Program Descriptions, *Program Content, *Program Evaluation, *Participant Involvement, Socioeconomic Influences, Demography, Program Design, Program Development, Citizen Participation, [*New Communities Project, England]
The New Communities Project is an attempt to involve the majority socioeconomic groups of British society in adult education. (AG)

9530
Scandanavia

(1006)
ED 123 341
Adult Education in the Nordic Countries. Denmark.
Pub Date 76
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, Adult Educators, Agency Role, Developed Nations, *Educational Administration, *Educational Assessment, Educational Finance, Educational Opportunities, Educational Research, Foreign Countries, Government Role, Instructional Materials, Interagency Cooperation, *National Programs, *State of the Art Reviews, Teacher Education
Identifiers—*Denmark
A broad overview of adult education in Denmark is presented in the document. Eight general topics are discussed, and include: (1) Aims, providing background information on national training schemes and agencies; (2) Paths to Adult Learning, systematizing the many adult education organizations, activities, and opportunities under the headings of general liberal non-vocational, competence based, labour market-oriented, and the self-learner; (3) The Organs of Public Administration, outlining various administrative agencies; (4) Co-ordination and Co-operation, examining methods for interagency co-operation and public relations; (5) Financing, in terms of distribution principles, general liberal non-vocational adult education, qualifying adult education, labor market relations, self-study, diverse expenses, and special arrangements; (6) Training of Teachers Within Adult Education, examining current and alternative training methods; (7) Research in the Field of Adult Education, presenting a brief review; (8) Concerning Teaching Aids, examining their availability and distribution. Tables supplement the text. A trend towards increasing priority for adult education is noted. It is stated that Denmark lacks current systematic research on adult education and the reader is warned that the document must be taken with reservation, being of necessity based far too much on a subjective evaluation. (LH)

(1007)
ED 139 311
Dahlöf, Urban
Decentralized University Studies in Economics and English/The DUNE Project—An Evaluative Project Under Sub-Project III, an Alternative Form of Distribution for Higher Education. Educational Development 1976:3.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Report No—ISSN-0346-6175
Pub Date 76
Note—7p.
Available from—National Swedish Board of Universities and Colleges, R. & D. Unit, P.O. Box 16334, S-103 26 Stockholm, Sweden
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Students, *Cooperative Programs, *Delivery Systems, *Educational Alternatives, Educational Supply, *Foreign Countries, Higher Education, Interinstitutional Cooperation, Nontraditional Students, Older Adults, School Community Relationship, Student Evaluation of Teacher Performance, *Teaching Methods, University Extension
Identifiers—Linkoping University, Project DUNE, *Sweden, University of Lund (Sweden)
A teaching system practiced in the Swedish DUNE project, Subproject III, offered an alternative to the usual concentrated form of higher education. An attempt was made to solve the problem of educational distribution by cooperative efforts among municipal authorities, adult education associations, and two postsecondary establishments, the university of Lund and Linkoping College. The subjects selected were English and economics, and teaching was conducted at half speed. The target group included employed persons, the elderly, and undereducated persons. Lessons are conducted in discussion groups and included weekend courses, self-instructional materials, video tapes, and language laboratories. This report reviews briefly the participants' backgrounds, the role of the teacher, student motivation and plans, student assessment of teachers, and assessment of the intensive courses. The results indicate that this is a realistic, alternative delivery system. (LBH)

(1008)
EJ 132 217
The Development of Finnish Adult Education *Adult Education in Finland*, v12 n3, pp5-35, 75
*Adult Education Programs, *Program Development, *Guidelines, National Programs, Foreign Countries, Educational Development, Program Evaluation, Organizational Development, Curriculum Development, Financial Policy, [*Finland]
A summary of the State Committee report on Finnish adult education outlines principles and guidelines on which planning for program development should be based. Nine topics include: objectives, concepts, policy aims, functional background, system evaluation, organizational development, pedagogic development, financial and social support, and proposal implementation. (LH)

9550
Middle, Near East

(1009)

ED 141 775

A Survey of Reader Interest and Preference in Eight Iranian Villages.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 77

Note—71p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Literacy, Foreign Countries, *Reading Interests, *Reading Materials, Reading Material Selection, *Reading Research, *Rural Population, Socioeconomic Influences, *Surveys

Identifiers—*Iran

This study of the new adult reading public in eight Iranian villages attempts to evaluate the influence of socioeconomic factors on interest in reading and to identify the types of reading materials preferred by neoliterates and semiliterates. Thirty-seven percent of the adult population in the villages (489 persons) were literate; of these, 146 persons were interviewed for the study. Information-gathering techniques included interviews of subjects and observations of subjects' reactions to reading materials displayed for their inspection. Interviews revealed that 67% of the sample had some sort of reading material in their homes, that 32% read in their spare time, and that expenditures on reading materials were minimal. Books with a practical application to daily life were found to be the most popular selections; subjects' choices of reading materials were influenced by title, format, cover design, and familiarity of the material, as well as by content. Among the factors found to influence reading habits and preferences were accessibility of materials, exposure to life in provincial towns, and age, sex, and educational level of the subjects. (Author/GW)

(1010)

ED 154 792

Brekka, Lawrence T.

Proposed Literacy Program Activities for Educational Radio and Television of Technical Report No. 19.

Stanford Univ., Calif. Stanford Electronics Labs.

Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—31p.; For related document, see IR 005 859

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Literacy, Continuous Learning, Curriculum Design, *Developing Nations, *Educational Radio, *Educational Television, *Instructional Design, *Literacy, Motivation, National Programs, Needs Assessment, Planning

Identifiers—Iran

This report proposes a role for Educational Radio and Television of Iran (ERTI) in the national literacy campaign. Joint planning activities are proposed between ERTI and the National World Literacy Campaign (NWLC) to develop long range media support of the campaign. Key findings and recommendations are summarized. Subsequent sections give background on the national literacy campaign in Iran, and on the potential role of media in motivational and reinforcement programs, basic instructional programs, and advanced instructional programs. Discussion of literacy programs from outside Iran includes a description of the Lahore (Pakistan) literacy television pilot project. (Author/VT)

9800
Asia

(1011)

ED 153 766

Managing Education for Rural Development. Report of the Advanced-Level Workshop on Education for Rural Development (New Delhi, March 17-26, 1977).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 17 Mar 77

Note—76p.; APEID (Asian Programme of Educational Innovation for Development) Advanced-level Workshop on Education for Rural Development (New Delhi, India, March 17-26, 1977)

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 ($3.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Change Agents, Decision Making, *Developing Nations, Economic Development, *Educational Needs, Elementary Secondary Education, Extension Education, *Foreign Countries, Information Dissemination, Interagency Coordination, *Management, Needs Assessment, Nonformal Education, Preschool Education, *Rural Development, Teacher Education, *Workshops

Identifiers—*Asia

Goals of a workshop bringing together 31 education and rural development specialists from Afghanistan, Bangladesh, Indonesia, the Philippines, Nepal, and India were to explore problems, synthesize experiences, and consider how to improve their programs of education for rural development. After giving individual country reports, participants formulated an overall plan for managing education for rural development: (1) make a total evaluation of a community's real and felt needs through base-line studies (needs included elementary schools in all communities, adult literacy courses, health and community centers, improved economic productivity, infrastructure); and indicate resources available with present modes of problem solving; (2) aim for preschool education, elementary schools with needs-based curriculums, secondary schools that involve regular students in environmental problems and integrate dropouts through extension, university teaching, research, and extension that supports rural development, nonformal education through all formal education institutions and mass media, training teachers as agents of change, and maximizing resources; (3) plan intra-agency coordination (specific actions proposed); (4) build interagency coordination on innovations discussed; (5) identify, train, and establish support patterns for change agents. Each country made a follow-up plan for education in their rural development programs. (RS)

(1012)

EJ 138 978

Non-Formal Education: The Concept and Priorities Bordia, Anil, *Indian Journal of Adult Education*, v36 n10, pp3-7, Oct 75

*Nonformal Education, *Program Descriptions, *Educational Assessment, *Adult Education, *Educational Needs, Foreign Countries, Disadvantaged Groups, [*India]

A discussion of non-formal education examines definitions of informal, formal, and non-formal education; compares non-formal and formal education in terms of objectives, student entry, clientele, curriculum, learning situations; teaching methods and materials, teachers, pupil evaluation, and agencies; and discusses four types of programs deserving priority treatment. (LH)

9950
Australia, New Zealand, Oceania

(1013)

ED 120 350

Payne, Douglas

The Scope of Adult Education: A Summary of Views.

Australian Association of Adult Education.; Tasmania Adult Education Board, Hobart (Australia).

Pub Date Aug 75

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, Educational Objectives, *Educational Philosophy, Educational Policy, Educational Theories, *Foreign Countries

Identifiers—*Australia (Tasmania)

The booklet is designed to provide for a non-professional audience a summary of ideas on the scope, purpose, and concepts of adult education in Tasmania. It discusses the definition of adult education, states seven characteristics of adult education in Australia (flexibility, ethos, participation, coverage, non-class activities, decentralization, and informality), and discusses the scope of activity with respect to eight main areas of activity: further chance courses, creativity, academic studies, basic education, social education, community development, special education, and residential education. In addition, the guide touches upon the questions of location and staffing of adult education programs. A one-page bibliography is included. (JR)

(1014)

EJ 175 023

Open for Learning--Tertiary Education for Off-Campus Students in Australia Guiton, Patrick, *International Review of Education*, v23 n2, pp179-89, 77

*Educational Research, *Higher Education, *External Degree Programs, *Independent Study, *Pilot Projects, *Community Education, Adult Education, Credits, Concept Formation, School Community Relationship, [*Murdoch University]

Examines the challenge faced by Australian Universities and Colleges of Advanced Education following publication of the Report of the Committee on Open University to the Universities Commission in 1974. Considers existing external studies programs, the importance of independence as a learning "mode", an experiment in community education, and the development of a national network for off-campus studies. (Editor/RK)

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*7800	113
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*9510	158, 391, 434, 729, 730, 731, 732, 936
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9950	649, 650, 651, 922, 924

* Classification codes identified with an asterisk are not described in the subject index because they were not used as *primary* classifications for any of the abstracts. Therefore, below is a list of the codes with a brief description of the corresponding subject classification.

The fourteen items with asterisks are:

0550 BIOGRAPHY

0600 PROFESSIONAL ORGANIZATIONS
2220 LEARNING ENVIRONMENTS -- Training of Development Workers
2240 LEARNING ENVIRONMENTS -- Urban Environments
2780 INSTRUCTIONAL METHODS -- Programmed Instruction
3065 INSTRUCTIONAL METHODS -- Work Study
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5025 EDUCATION OF SPECIAL GROUPS -- Physically Disabled
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